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THE ATA MAGAZINE

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Of Men and Money

Some of education's self-appointed, self-anointed, and self-satisfied critics would do well to read Galbraith's "Men and Capital" which appeared in a recent issue of *The Saturday Evening Post*. To complete this remedial reading exercise they ought to read what Dr. Raymond Klein writing in *The Journal of Teacher Education* has to say about the comparison of Russian and American teacher-training programs. It is probably too much to expect that their attitudes will be changed for, as Galbraith says: "This is the kind of change which solemn men of self-confessed soundness of judgment will continue to resist; the familiar is always defended with moral fervor just before it becomes foolish."

John Kenneth Galbraith, a Canadian-born economics professor at Harvard University, argues the revolutionary concept that education ought to be treated as a capital investment, rather than as an operating expenditure. To him, this is the age of ascendant man and not of the triumphant machine. He believes that our first concern must be with conserving and developing personal talents, because human progress will depend more and more on the quality of technological equipment used and on the intelligence and skill of the men who use it. "We get from men", Galbraith says, "pretty much what we invest in them."

"We have been reaping," Galbraith continues, "large gains from the application of trained intelligence to our economic life. This is the fruit of one of the world's pioneer experiments in public education." But there is no guarantee that our spectacular gains of the past will continue.

Galbraith sees in the Soviet system a planned capital investment in the development and improvement of men's talents. He argues that we must see expenditures for education as an opportunity rather than as a cost and he warns that such investment is a better way of maintaining our present economic position than many of our continent's military expenditures.

In Klein's article there must be some ironic satisfaction for those teacher colleges which have smarted under attacks about their methods courses. Russian teacher trainees require almost three times as much classroom instruction as do their American counterparts. Where the American teacher trainee spends one hour in a methods course, the Russian teacher spends almost three and a half hours. Another striking difference between the systems is found in the fact that in a four-year course the Russian elementary teacher spends about 5,300 hours compared with not quite 2,000 hours required of an American student teacher.

We said earlier that critics of education should read these articles, but maybe we should have recommended the reading to everyone. It will be one of the greatest mysteries of all time if a culture which blossomed so profusely as a result of pioneering a system of organized public education, perished because it reviled and despised the hand that nurtured it.

They say that Nero fiddled while Rome burned. History may say of this culture that it bit the hand that fed it.

Time is no longer our ally

Education--

Key to

IN officially opening Education Week in Alberta it is proper to recognize that this is the one week in the year in which we Canadians elect to recognize and pay homage to education.

In the commercial world those who sponsor weeks usually do it for a reason. They want to sell more fish or pancake flour or whatever it is they are selling, and they wouldn't go to all this trouble and spend all this money on cluttering our newspapers with flamboyant ads, filling the airways with jingles, and our TV screens with pretty girls who say or sing "I like Smokies, please", unless it pays.

So maybe the sincere, hard-working people who sponsor Education Week have got on the right track when they have decided to have a week just like anybody else. Maybe we can sell education. I hope so, because it certainly needs to be sold. You may remember when in 1958, plans were being made to hold Canada's first national conference on education, that some of our more concerned and enlightened business organizations not only put up a lot of money for this conference but loaned their public relations staffs and their ad writers to handle the publicity and do the selling of the conference. They succeeded very well, and education in Canada, at all levels, received more attention in the mass media and in the public mind than had ever happened before. Yet, there were many people who thought this adaptation of what some people call "the Madison Avenue" technique to selling education,

DONALD A. CAMERON

was somehow undignified and improper. It might be all right for soap or peanuts, but not for education. Well, I wonder, Education is much more important than soap or pancakes and so long as we make sure the educational product we have to sell is a good article, why not sell it—not just in Education Week—but how about making every week in the 52 of Education Week—a week in which the mind is cultivated, stimulated, and challenged to develop its full potential.

Speaking of selling education, I recall an incident about 1933 when I was just finding my way as a member of the staff of the Department of Extension at the University of Alberta, when a friend who was then manager of the Edmonton office of a life insurance company came to me with a proposition that I should leave the University and join his organization selling insurance. He would guarantee me to start the same salary I was then getting. I told him, "I'm not a salesman; I'm afraid I would starve selling insurance, not because I don't believe in insurance, but because I would feel at a disadvantage with my customer." My friend replied, "You are selling every day; you are selling education." I have often thought, in the years since then, of what he said, because he was right. I have been selling education. I have spent

This article is adapted from the keynote address delivered by Senator Donald A. Cameron at the banquet held in Red Deer on March 7 to mark the official opening of Education Week in Alberta

Survival

30 years selling education to people, persuading people that they could help themselves, mentally, physically, spiritually, and materially by continuing their education, regardless of the level from which they start. Everyone needs to continue his education in today's world and fortunately for us more people than ever before are doing just that, as increasing enrolments in adult education classes throughout the land witness.

The great debate about education is healthy and good. It is a sign that more and more people are becoming concerned about education, about its aims, its quality, and its results, and its costs. As an evidence of this concern, and of government's anxiety to do something about it, five Royal Commissions have been established by provincial governments in Canada in the past 15 years. In the United States Dr. James B. Conant has just completed an exhaustive, first-hand study of the American high school. The State of California has just completed the Larsen report, a five-year examination of teachers' qualifications and program content. At the adult level, the Carnegie Corporation and Ford Foundation have sponsored two five-year studies on the content, quality, and results of the programs for management training being conducted in the nation's

business schools. In Canada, a joint committee of the Canadian Chamber of Commerce and the Canadian Association for Adult Education has started a study to examine the needs in management training and to see how well we are meeting them. In Great Britain, the Crowther report on education has just come off the press. And for those experts who have, in their wisdom, suggested that the Alberta report was unduly long when, including a lengthy minority dissent, it totalled 451 pages, let them look at the Hope Report in Ontario with 933 pages, or the Crowther Report in England with 519.

Agreement on change

It is not, however, the length of any given document but what it says that counts. Length is determined much more by the terms of reference outlining the problems to be investigated than by the verbosity of the commissioners, although being human, commissioners may occasionally err on the side of loquacity. Any reasonable person who has read these reports must be impressed with the broad general agreement on the common areas of weakness in the respective educational systems and the proposals for correcting these weaknesses. It seems to me that there is general agreement

that at least four basic steps must be taken if we are to cope with the educational needs of today.

- Raise sharply the standard of qualifications required before a teacher is permitted to go into the classroom.
- Pay salaries to the qualified teacher sufficiently high to make teaching competitive with other professional opportunities and establish safeguards to maintain and encourage outstanding performance.
- Increase greatly the depth of study in a basic core of essential subject matter at all school levels, including English language and literature, mathematics, science, the social studies of history, geography and civics, and the foreign languages, particularly French.
- Make greater provision in our school system for the recognition of the wide range of intellectual capacity among students and devise methods of challenging those at all levels from the handicapped to the gifted.

There are of course many other areas of agreement among these various commissions and authorities, such as the need for encouraging a greater measure of initiative in educational matters by giving local boards more autonomy once they have met minimum standards prescribed by law, more attention to lengthening the school day and the school year, and the age of school leaving, and more attention to a new educational institution, the community college, which combines vocational education and which in effect becomes a part-time educational institution in the sense that the training can be fitted in with an individual's employment. The widespread agreement on these changes in our educational pattern is encouraging to all those who have given serious thought and study to the most important single community endeavor—the education of our youth.

Size of the problem

The provision of an educational program which can effectively meet the needs of present day conditions and those which will have to be met in the next 20 years is an almost frighteningly

difficult task. Such a program must provide not only for present and anticipated needs but it must do this on the basis of consent. And this will be no easy task because, in addition to the practical problems of developing a wide range of intellectual capacity to the fullest potential, one must be concerned with the emotional, religious, and other prejudices which often prevent people doing what is reasonable and logical when it should be done.

It is rather unfortunate and even pathetic to see people waxing hot and furious over whether recommendations of the majority report and the commissioners who made them, must be labelled as being either progressivist or traditionalist, whatever that may mean. And I am sure it means different things to different people. The important point is that education has become so important in terms of national welfare and the survival of a way of life that we cannot afford to dissipate our energies in a witless attempt to classify one group of people as traditionalists and therefore good, and another group as progressivists and therefore bad. Let us admit at once that there are many good things in both traditional and in the so-called progressive education, and wise people will try to combine the best of both to make something richer than either. *To me, progressive education is that type of education which best fits the individual, irrespective of his intellectual capacity, to meet most effectively his own and his community's needs at the time and the place in which he finds himself.* This definition has little to do with the dialectical fulminations of those who proclaim themselves as traditionalists or essentialists, as opposed to those who espouse progressivism in the sense in which that term has come to be used in educational discussion.

Choices

Let me remind you again that we must bring about the changes needed in our educational system with consent. In other words, we must persuade people to see the importance of insisting on a higher quality of education. We must per-

suade them that to provide the kind of education necessary will be costly and will inevitably mean more taxes or, if not that, then a choice between a number of alternatives. Let us examine some of the choices we as a people could exercise. However, before we discuss these choices let us project our thinking ten years to 1970. By that time it is probably not very far off the mark to anticipate that our educational bill in Canada will be doubled. Instead of spending \$1,000,000,000 on education we shall be spending \$2,000,000,000. And mark you, I don't think we are going to have any choice in that figure, not at least if Canada as a nation is going to hold her place in the society of nations. There will probably be four or five million more Canadians to share the costs, so it doesn't mean that the individual taxpayer's bill will be doubled, but the educational part of it could easily be increased by 50 to 75 percent. In this event, is this the place where we start making choices from among a number of alternatives? What could these alternatives be?

One way to get more money to pay more taxes and maintain our ever-rising standard of living would be to produce more goods per unit of labor. This again presents a choice: of working harder and producing more goods per unit of labor per hour or day; improving the efficiency of the labor now being performed in the same time through improved effort and more efficient equipment; or working longer hours.

Another choice might be to spend less money on social services such as unemployment insurance, hospital insurance, old age pensions, and to divert the savings to education. This might pay but would not be very popular. It wouldn't be a good plank on which to get elected in any present political party, so we may have to consider another alternative. Maybe we ought to try to cut the cost of

government—fire the bureaucrats and those thousands of civil servants who, some people say, don't do any work anyway, and use the money saved for education. Governments have occasionally proposed to do this sort of thing but we find inevitably that as time goes on the number of civil servants continues to increase, and taxes continue to climb.

In 1958, we Canadians by our own choice treated ourselves fairly well. According to the Dominion Bureau of Statistics we spent \$1,025,000,000 on education while we were spending a total of \$1,615,312,000 on alcoholic beverages, tobacco, motion pictures, and cosmetics. In other words, by our free choice, we were willing to spend roughly \$1.50 for these luxuries for every \$1 we spent on education.

In the year ending March 31, 1958 in Alberta, we spent \$57,475,000 on education and \$63,018,000 on alcoholic beverages. In that year provincial government grants to education averaged \$51.18 per capita, while individual expenditures on alcoholic beverages and tobacco averaged \$51.31. A ten percent reduction in our expenditures on alcoholic beverages would have provided \$6,301,000 more for education or enough to provide salaries of \$8,000 a year for another 787 teachers. The Canadian Teachers' Federation Research Department put it another way, in reporting that, in the year 1957, Canadians spent \$60 per capita on education, \$89 per capita on liquor and tobacco, and \$120 per capita on motor cars.

In placing these figures before you, I am not saying that we should cut down the expenditures on liquor, tobacco, movies, cars, and cosmetics, but I do suggest that, if we value education as a necessity, we still have some room in which to make choices.

It may seem farfetched at this time and in this country to raise the question of a restriction on people's choice in the national interest—in other words, to consider whether or not the time may come when we may have to adopt a greater measure of compulsion with respect to education. We have already accepted the principle of compulsory school attend-

The story of the ceremonies in Red Deer marking the official opening of Education Week also appears in this issue. See page 24.

ance to the age of 15 years. May we not equally well contemplate the extension of compulsory attendance in conjunction with compulsory employment or apprenticeship and schooling to 18 years? Fantastic, you say. Well maybe, I say. I am simply posing choices which we are still free to accept in the Western World. In fact, this is a time of choices for all of us who believe in the principles of democracy and freedom. For a long time we have gone on the assumption that we have all the time in the world to make the choices that are necessary—to obtain positive action by consent. It may come as a shock that much of the best informed opinion in the Anglo-Saxon world is beginning to show grave doubts that time is on our side.

If you have not read it, may I commend to your attention a small booklet entitled: *Two Cultures and the Scientific Revolution*, by C. P. Snow. Sir Charles Snow is a brilliant scientist and a first class novelist as well. He was in charge of Britain's scientific research recruitment during the last war. Snow's thesis is that our two cultures—arts and science—in the English-speaking world particularly, have lost communication with each other and that this lack of cooperation and understanding between the scientist who has the future in his bones and the humanist who sometimes acts as if the future didn't exist, represent a great limitation of our capabilities. He stresses that it is the traditional culture which in England failed to see the possibilities of the Industrial Revolution of a hundred years ago and is failing even more significantly to understand the scientific revolution which has replaced the industrial revolution in our time. He says:

When the Industrial Revolution came to England almost none of the talent and energy went back into the revolution which was producing the wealth. Britain's young men were trained for administration, for the Indian Empire, for the purpose of perpetuating culture, but never in any circumstances to equip them to understand the revolution or to take part in it. The intellectuals remained intellectual, the pure scientists shunned the commonplace challenge of putting industry and science to work and went on with their dreams.

Continuing, Snow says: "The Germans were quicker to develop the Industrial

Revolution than we were." The proof of this is the way the Germans were able to recover so quickly and completely after the devastation of two world wars. The Russians began to understand the Industrial Revolution even before the end of the Czars. This was only natural because the Russian educational system of today is more closely patterned after the German than of any other country. The simple fact, which these people grasped with such spectacular success, is that industrialization is the only hope of the poor.

Snow believes the scientific revolution of today will change the world even more than the Industrial Revolution and we are letting the Russians lead the way, partly because for years Russian education has sought to reduce the gulf between art and science. "Russian novelists", Snow says, "are able to deal knowingly with industrial and scientific themes and background, whereas an English novelist would know his readers wouldn't know what he was talking about. An engineer in a Soviet novel is as acceptable, so it seems, as a psychiatrist in an American one." He goes on to say that the Russians are doing more to advance science and engineering and industry than the rest of us. For every scientist and engineer England trains, the Americans train one and a half and the Russians two and a half—and these figures are on a comparable per capita basis. The return on this investment is shown by increase in national productivity. In Russia it has been increasing at a rate from seven to as high as nine percent per year, while the best we have been able to do in America has been three to four percent. These figures alone give point to the statement I made earlier that we haven't all the time in the world to make our choice as to what we are going to do.

Snow continues, and he is speaking more particularly of England when he says: "To say we have to educate ourselves or perish, is a little more melodramatic than the facts warrant. To say we have to educate ourselves or watch

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The Vistas Unfold

Dr. Smith, former dean of the Faculty of Education and editor of *The Alberta Journal of Educational Research* gives us his idea of what changes would occur in education in this province if the Cameron report were implemented.

■ For teacher training

The target—four years of university with a first degree. On the way, a candidate may stop at two years provided he picks up three months of practice teaching. After this, he may serve a one-year internship with minimum salary and then back to university to finish his education with at least one year intramurally. Presumably he may do one year by summer sessions or evening classes or by correspondence courses from universities offering such. Then, under supervision and guidance, he may enter the classroom as a certificated teacher, either elementary or secondary.

Target year is 1971. In the meantime, a transition period is outlined. Elementary teachers, by 1963, must have two years of university; by 1968, three years; and by 1971, four. Secondary teachers must, by 1963, have three years, and by 1968, the full four.

In this upbuilding process, financial assistance is provided: leave of absence with pay, scholarships, bursaries, sustaining pay while on refresher courses or inservice programs.

■ For salaries

I dare say the \$5,000 starting pay for B.Ed. teachers, with a ten-year rise to \$10,600, may sound attractive enough. M.Ed. teachers start at the same but rise more rapidly to \$12,400. B.Ed. and M.Ed. principals run from \$7,500 to \$13,000 and \$8,000 to \$15,000 respectively. Salaries for vice-principals, supervisors, and special personnel will be interpolated or extrapolated, as the case may be.

■ For tenure

By implication, teachers who fail to qualify adequately or in time will feel the sharp tooth of disfavor. For every teacher the salary scale has its stops. For those without permanent certificates, three years of automatic rise on the salary scale will end in a full stop—until certification is completed. For proper certification six years are automatic, then if judged a “competent teacher”, four more years to the top. Well, not quite the top. One to five percent of the teaching force may receive the accolade of “Master Teacher”, with higher salary. Various panels of judges will be required.

And so to 1970

By that time the latest royal scion will be ten years old, the cold war will have run through two or three fresh phases, and education in Alberta will be well forward in its New Look. This will not reflect much brand newness but rather a large infusion of 'better than-ness', better than 1960, that is to say.

The newness relates to divers matters such as accreditation of educational areas and individual schools, development of scholastic benchmarks for future comparisons of achievement, reinstatement of Grade X and XI departmental examinations, and the establishment of bureaus of tests and standards. In addition, schools of agriculture will have become community colleges, along with newly built schools, controlled by regionally elected boards, offering both academic and vocational courses. New also is the Alberta Education Planning Commission, coordinating, supervising and regulating education affairs in the province.

The 'better-than' features are numerous, streamlining and upbuilding. They range from government responsibility for all handicapped children to the provision of a three-year sequence in high school French; from the refurbishing of drill procedures to the lengthening of the school day; from revamping courses to revamping curriculum committees.

In particular, the 1970 instructional picture follows: drill intensified, mastery of content re-emphasized, frills excised, examinations reinstated, pupil voluntarism curtailed, and teacher classroom leadership re-established. The enterprise method is still approved but within limits and in junior grades only.

Curricular material has been both restricted and broadened, especially in junior and senior high schools. Courses in language and social studies are separated. Units 1, 5 and 6 of the 1960 health and personal development courses have been jettisoned and much of the rest dismantled. Health, safety, and occupations constitute their corpus at present, the more ethereal elements of the old

courses reverting to the occasional offices of well-prepared teachers. The fine arts have flourished to the point where they may constitute a major in the senior grades. Driver education is firmly established as an extra-curricular feature of the upper schools.

Many of the notable elements that lift our 1970 curriculum far above its 1960 counterpart have come by evolution, not saltation. Thus our mathematical courses have shed their dross and emerge sequentially one from the other, systematic, and easily comprehensible. Our three principal French courses admit our graduates in the spirit of *cum laude* to all universities everywhere as foreign language trained. So also of Latin and other languages. History content runs in a cycle—from limited range at the beginning, through an expanded range, to a limited range at the end: that is to say, in the lower grades one studies the history of a particular town, region, and country; in the middle grades, some phases of world history; while in the highest grades he specializes, intensively. So it is with geography.

In literature and composition we have achieved new goals. With stricter attention to spelling and to written exercises in the lower grades, with the progressive reduction in class size, and with the advent of teachers more highly qualified throughout all grades, the competence of our students has signally improved. Manifestly not many have yet attained to the versatility of a Virginia Wolff, E. M. Forster, or Lionel Trilling, but we have very nearly reached the high point of silencing our perennial university critics. Not quite though. There will always be some: some who, standing in the romantic halo of their own precocious youth, will bemoan the new degenerate days. As for the public: well, some public opinion is well-informed, some, ill-informed, and some, a blank. Of course, we still advantage ourselves of Education Week and other suitable occasions to elicit public attention and cooperation. The response is usually generous and

(Continued on Page 71)

Changing Philosophies of Education

PHILOSOPHIES of education fall into several categories and can be divided in different ways. Generally speaking, there is no philosophy of education as such (although perhaps Dewey may be said to have built up his own interpretation of the nature of the developing mind into a fundamental philosophical principle). Most educators already possess a fully-informed philosophy before they begin to speculate in a philosophical way about education. Hence we have Nunn with his insistence on biological individuality, Maritain the Catholic scholastic, Spencer the eccentric Darwinian, Eliot the conservative Anglican, the Marx, the logical positivist, the existentialist—each fitting educational data into a ready-formed philosophical pattern.

Great differences exist, too, between the philosophy of education as expressed by sophisticated intellectuals who can extract a system of ideas from the analysis of an educational system, and the ideologies of practising teachers. Few national systems, of course, are inspired by a logical and consistent philosophical outlook. Possible exceptions are countries such as Spain and Ireland, where the schools are run on the model of Catholic scholasticism, and the Communist states, where education is defined in terms of dialectical materialism.

JOHN MACDONALD

Teachers are not, on the whole, distinguished by the possession of an articulated educational approach to philosophical problems. Nevertheless, although an individual teacher may deny it, he must hold, in however rudimentary a fashion, some kind of philosophical position. He must have some idea of what he is supposed to be trying to do with the children under his charge, some conception of his aims, and some notion also of the general purpose of schooling and of the nature of the creatures who are being schooled. He is, however, unlikely to think consistently about these themes. Teachers frequently give the impression that they look on teaching largely as a craft, a technique which can be learned through a period of apprenticeship. This constitutes the difference between the teacher and the educationist. In the one, the craft is everything and the philosophy is semi-dormant; in the other, the craft is subsidiary to the finished product and is determined in its exercise by such considerations as the nature of the child, his future function in the community, and the nature of the community itself. Such a comprehensive outlook implies considerable knowledge in a variety of fields; hence Mannheim's statement that education is a synoptic study.

A practical teacher may well ask, however, "What use is a philosophy of education to me in the schools? I get along very well with my knowledge of teaching method and the exercise of common sense." One might answer this argument by pointing out that teaching method, al-

though it may be applied in a rule-of-thumb manner, is based on a hypothetical model of the nature of the child, and is therefore of a philosophical nature. And common sense has a disconcerting habit of changing with the generations.

Leaving these points aside, however, there are other, more weighty, counter-arguments. It is always easy to do a job effectively if we have a clear idea of what we are trying to produce. We can eliminate unnecessary activity and concentrate on activity which seems likely to foster the kind of behavior we are anxious to develop. Furthermore, the presence of a philosophy helps us to integrate our ideas with regard to education. Lacking a definite philosophy, we are likely to hold in our mind associations of incompatible ideas and such associations will hamper our efficiency. If we have a properly developed philosophy, emerging in clear and definite aims, it is probable that our ideas will fit well together.

Another advantage of possessing a clarified philosophy emerges because of the continuing development in any field of constant human contact of new problem situations which rule-of-thumb methods are incompetent to handle. A philosophy which views these situations as part of a normal educational pattern will probably contain some general measures for their treatment. The possession of a philosophy also gives us a general feeling of confidence, makes it more possible to predict future developments, and helps us to create situations conducive to the fulfilment of definite aims.

This is not to say that all philosophies of education are essentially similar. On the contrary, they differ considerably. For instance, some are mainly concerned with fostering the development of the individual child, while others emphasize his assimilation to the adult community. Some regard with favor his natural impulses, while others attempt to crush them. Some are materialist in emphasis, others exalt spiritual values. Some are empirical, others logical, formal, and traditional. Religious philosophies stress

the *communitas Dei*: humanistic philosophies, the community of man. Nevertheless the educational philosopher, of whatever type or kind, possesses the general advantages already mentioned over the rule-of-thumb practitioner, and an educational system run along philosophic lines is likely to be efficient, whether or not we agree with its aims.

Socially-based philosophies are usually concerned with fitting a child for life in society. They may conceive of the society and the socialization of the child in general terms, or have a definite community in mind. In either case, they are inclined to pay attention to such problems as the nature of the curriculum, the classroom relationship between teacher and child, the place in school of subjects like social history, civics, preparation for parenthood, etc. At a more theoretical level, they are inclined to concern themselves with topics such as the role of the school in society, the school as an agent of social reform, and the nature of the society in which the pupil will eventually find himself. Of late the new discipline of educational sociology has grown up to study these practical and theoretical problems in a more scientific setting. In fact, it might be said that educational philosophy as a whole is passing into a new stage of development. During the period between the two wars great emphasis was laid on the importance of the unhampered development of the individual child. Now the pendulum is gradually swinging in the other direction.

Over the last decade, that educational philosophy generally known as progressivism has come under increasingly bitter attack. A disquieting feature of this attack is that it has been led and directed by some very intelligent and well-informed people. If these people had spoken as volubly and forcefully on some other subjects, say foreign policy or defence, then we would have been prepared to give them a fair hearing. Admittedly the attack has sometimes been unfair; the ills of society have been laid at the door of the school. Those who dislike certain aspects of modern living find

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their origin in the state of education, and the schools have to bear the blame for everything from payola through juvenile delinquency to the inanities of the American space program. Yet these things do not absolve educators from facing criticism where it is sane and well-directed. One of the first things I did when I came to Canada was to read Hilda Neatby's *So Little for the Mind*; the other day I read Lynd's *Quackery in the Public Schools*. Miss Neatby has made a second career out of anti-progressivism. But there are many points in both these books which require answering, not by the method of counter-diatribes, but objectively and straightforwardly. If some of them are unanswerable, would it be such a terrible thing to admit to deficiencies, mistakes, occasional stupidities—*betises*, as the French would say. We need less defensive hostility to criticism and more objective assessment.

Progressivism and John Dewey

In view of the recent attack on progressivism contained in the minority report of the Cameron Commission, an unbiased and objective evaluation of progressivism is timely. It is even more so because the campaign against progressivism and the reaction to it is part of the process of change in educational philosophy.

The first thing we must understand is that progressivism now is not what it was 25 years ago. Then progressivism was a title an educator was proud to bear. Nowadays, he would shrink from being introduced to a gathering as "Mr. X, the well-known progressivist". He would not stand up in public and defend some of the statements made, for instance, by Kilpatrick in the thirties, because he does not believe them. To some extent the critics of progressivism are directing their attention to theories which are al-

ready dead. The progressive movement, like any other revolutionary movement, produced its quota of weird and wrong-headed ideas, ideas which are rejected by modern progressivists as well as by traditionalists.

My second point is that participants in the great educational debate will insist on talking as if there were only two educational philosophies, progressivism, and traditionalism or essentialism. This is nonsense. There are several essentialist philosophies. Marxism and scholasticism are both essentialist, and progressivism has many strands. And there exist philosophies which cannot easily be classified under either heading. The first part of the *Fifty-Fourth Yearbook* of the National Society for the Study of Education evaluates nine important philosophical positions, including logical empiricism and existentialism, and this is by no means an exhaustive coverage.

In the minds of most of us, progressivism is associated with the name of John Dewey. Although there are other distinguished names in the history of progressivism, it is questionable whether, lacking a leader of his intellectual standing, progressivism would ever have achieved the success it did. Make no mistake about it, John Dewey's was a mind to be respected, in spite of the dullness, the verbosity, and the lack of lucidity, and the gnomic nature of his writing. He was the only American philosopher of distinction to concern himself seriously with educational problems. And, since he lent his reputation as well as his ideas to the progressivist movement, the trend against progressivism has meant the decline of his reputation. I was shocked, when I read an obituary article in *The Reader's Digest* some years ago to note the systematic attempt to denigrate the man who had been for so many years the great American philosopher.

Dewey's philosophy was a variety of pragmatism; it is usually referred to as instrumentalism or sometimes experimentalism. Pragmatism requires that ideas and theories be submitted to prac-

tical test before acceptance. Its essence is frequently expressed, perhaps a little unfairly, by the statement: "If it works, then it is true."

Pragmatism is a very practical philosophy, and it has often been pointed out that its development in the United States is hardly surprising. America has predominantly been the land of the tinkerer, of the inspired mechanic or technician, of piecemeal social planning, and the crash program. How closely ideology in any society is a direct function of economic and social practice may remain a matter of doubt; but I do not think we will go too far wrong if we regard the style of American living as creating an ideal environment for the development of pragmatism. Classical pragmatism, for example, has had only a tiny following in European countries, although I suppose that logical positivism or philosophical analysis, as it is now called for preference, must be taken as a distant cousin.

Pragmatism, of itself, does not lead to the complete revolution in educational practice desired by some progressivists. It certainly makes possible the introduction of rather stringent utilitarian criteria for subject matter. We may decide, for instance, that only that which can be proved to be immediately useful to children should be taught. We may conclude that traditional methods of school and class organization ought to be swept away. But, apart from suggesting in a rather general way the use of an experimental approach by teachers, it gives little guidance to teachers as to how they should treat children, as to how they should actually teach. In order to turn pragmatism into an educational philosophy, Dewey had to supplement it in various ways, the most important way involving a rather special interpretation of human nature.

According to Dewey, two factors constitute the nature of human beings, force or impulse, and pattern. Force is primary. As a consequence human beings are constantly active, and force may be considered as a drive to action. Human beings' natural activity is, however, aim-

less, random, purposeless. It is not directed to the satisfaction of any need; it does not answer any direction. But as children grow up their activity acquires a pattern and takes on direction; they develop purposes and seek out goals. This happens because of the acquisition of habits. Habits permit the smooth release of impulse; they enable individuals to adjust to circumstances. All adult human behavior (except perhaps for reflex action) is composed of innate impulses organized by acquired habit.

Intelligence is a habit which is activated when other habits break down. It comes into play when habits lag behind circumstances, or when two or more habits conflict, thus giving rise to maladjustment. Intelligence is the habit of observing the facts of these situations, of variously hypothesizing new forms of conduct which might secure adjustment, and of selecting hypotheses in turn for verification until adjustment is achieved. Intelligence, then, operates along the lines of scientific method. But, when intelligence is securely established, to act in this way is an habitual response to a problem of maladjustment. Thus we may say that intelligence is the pattern through which impulse runs when its old patterns are unsatisfactory, and continues to run until another non-intelligent, but still habitual, course of action is found.

There are therefore in original human nature no innate faculties, no instincts, no drives, except the one to random activity. There is in the human being only impulse, shaped in various ways by learned habit for the purposes of adjustment.

Since it is clear that the best, happiest, most satisfactory person is he in whom the habit of intelligence has been most developed, Dewey spent some time in describing the environment most suitable for the fostering of intelligence. It is here that the implications of his philosophy for education can most easily be understood. The main reason for education, as Dewey sees it, is the perpetuation of society. Education supplies the pattern of habit by which infantile im-

pulse is shaped; and the shape imposed is the system of institutions which compose society.

Education, then, is indoctrination. But it is a very special sort of indoctrination. Dewey maintains that education cannot be secured simply by the exercise of authority. A habit, in his sense of the word, cannot be acquired unless a child desires to acquire it. And compulsion cannot force desire.

The main purpose of teaching may thus be construed as creating the conditions in which children will desire to learn these habits which are essential for the perpetuation of society and social institutions. Since intelligence itself is a habit, teachers in addition have the task of teaching children to be intelligent, or, in other words, to acquire the habit of approaching problems scientifically. This implies that the process of education must be to a very large extent one of problem-solving. In any case, interest can only arise in the pupil when impulse is impeded, when the pupil feels a problem to exist. One cannot desire to learn arithmetic unless one feels a problem in not knowing it, unless there is a block to adjustment. A continuous process of learning cannot occur unless the learner faces a continuous series of felt problems.

But to feel a problem about subject-matter, while a necessary condition for learning, is not enough. Persistent effort to learn requires that others be involved in the same process; cooperation is necessary. Discipline in education emanates from within the student but requires also a place for the activity of each student in a collective effort to achieve a common goal of knowledge.

Dewey, therefore, lays down certain guiding injunctions for the teacher. Firstly, compulsion should be avoided. Compulsion means, in addition to physical punishment or its threat, mechanical drill, competition for marks, and non-promotion. Secondly, it is the duty of the teacher to foster interest, that is, to induce the pupils to feel a problem. In order to do this, he has to make himself

familiar with the characteristics of each pupil. Thirdly, there can be no fixed syllabus or curriculum. What one child sees as a problem, another may not, and only in the first case will genuine learning take place. The order of subjects taught, and the amount of time given to each, will vary from week to week. In fact, it is probably inadvisable to think in terms of subjects at all.

Fourthly, the teacher ought to create a situation in the classroom in which every person present, including himself, cooperates with the others in the process of learning. It is not only problem-solving which is important; group problem-solving is essential. The teacher's advantage over the pupils derives not from superior authority, but from superior experience.

Although pragmatism implies an utilitarian attitude towards the curriculum, this must be modified in Dewey's case by reference to his sense of the purpose of education. Since he regarded education as the process by which a society perpetuates itself, he concluded that the content of education should include all those studies which contributed to that perpetuation, not leaving out the liberal humanistic subjects. There are, however, no subjects which are universally interesting; hence no single kind of subject-matter ought to be mastered by all. Yet all subjects ought to be available in the schools.

In practice progressivists have tended, despite Dewey's cautions, to emphasize the place of immediately useful knowledge in the curriculum, perhaps for the reason that the less academic subjects fit more easily and less artificially into a problem-solving context.

Having now stated Dewey's position—and you will recognize how closely similar are the views of modern progressive educators—I want to venture a critical appraisal of it. Clearly his recommendations concerning teaching methods rest upon his view of human nature. Human nature is native impulse fashioned by acquired habit; intelligence, itself a habit, is the search for new habits which occurs when the continuation of old

habits produces maladjustment. Learning, which implies the growth of intelligence, ought therefore to be fostered by making lack of knowledge a felt problem.

That last sentence comprises the main content of Dewey's recommendations for teaching. Of course, it may or may not be true, irrespective of the truth of the theory on which it is based. I must state my own conclusion that the recommendation cannot be derived from the view of human nature advanced in its support. If there is nothing native to human nature except directionless impulse, then one habitual pattern for it is as good as another, and the concept of maladjustment is not applicable. Maladjustment, according to Dewey, is supposed to occur where impulse demands a goal in the direction of which habit does not proceed. But if native impulse is without direction, how can we talk of it having a goal? Moreover, if we cannot apply the concept of maladjustment, one cannot speak of problems to be felt; with maladjustment there can be no problems. Also, if there are no goals native to individual children, the advice that we should attend carefully to them to discover their native bents is futile. Besides, the injunction that all teaching should proceed through the cooperative efforts of pupils and teachers presumes that human nature is originally social. This may well be true, but I cannot see that it fits very easily into Dewey's theory, which gives just as much, or just as little, support to isolated learning as to group learning. Indeed, if human nature possesses no native goals whatever, discipline by authority would seem the best recommendation. The application of force might serve to channel impulse in a system of enduring and beneficial habits.

Dewey's recommendations concerning method in education thus rest upon a view of nature from which in fact they can obtain no support. If they are valid, then they are so in their own right, not because of the theoretical backing.

A further criticism may be made of

Dewey's theory of human intelligence. Speaking now as a psychologist, may I say that this strikes me as a highly idealized and very schematic description of the way in which human beings solve problems. The problem to hypotheses and hypothesis to testing reaction to problems is not something that we meet very frequently outside the scientific laboratory, and the recommendation that all learning should follow it is highly artificial. In fact, many different procedures have proven effective in learning, even the drill which Dewey deplors. These questions must be settled by reference to fact rather than by the construction of theories. And this, in fact, is the major comment that I should make with regard to all Dewey's proposals for change in the schools—that they should be tested for validity. The theory appeals to well-meaning people and, believing the theory, they accept the proposals—or some of them. But the recommendations do not follow from the theory. No doubt a theory could be constructed from which they would follow. But playing with theories gets us nowhere. The proposals stand or fall in their own right.

One can respect John Dewey as a philosopher. Some educationists who accept his basic ideas more or less wholeheartedly, however, do not seem aware of the full implications of this acceptance. Dewey not only wished to reform the schools; he wanted to reform society. He was a strong believer in social and economic as well as political equality; politically he was a radical. Inequalities in society, he believed, hampered the free play of intelligence, and he visualized his schools functioning in an equalized society. Sometimes he seems in fact to have toyed with the idea that the schools might play a part in effecting social changes. He considered the possibility of education forming a fourth arm of government, relatively independent of the other three. Certainly some of his followers, for a time at least, saw the schools as an agent of social reconstruction.

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"Fail to Honor People"

Which type of supervision?

J. D. McFETRIDGE

PRINCIPALS attending the 1959 Leadership Course for School Principals held in Edmonton last July studied a broad variety of materials relating to the principalship, and they heard a great number of opinions as to what a principal's function should be in the school. Among these was the point of view that the principal is essentially an administrator, whose task is to 'manage' the school. Opinions such as this are open to serious challenge, for they indicate a failure to recognize that there are various types of supervision suited to different purposes.

In theory, at least two different types are recognized. The first of these is the supervision of processes that produce things. This type is found in industry and business, and the purpose of its methods is to maintain production of goods at a level of maximum efficiency. To achieve this end, the so-called line-staff organization is observed. The line of authority begins with the superior at the top who passes orders to the man beneath him, and so on down the line to the lowest office boy or floor sweeper. Each, in the line order, is responsible to the person above him, and each must seek to carry out instructions in such a way that he pleases his superior, through maintaining a high level of production. To oversimplify, the basic concept is that of rule by force.

The second type of supervision is of processes which guide people. There are significant differences in its purposes and its outcomes from those of supervision of the line-staff variety. Its purpose is to coordinate, not to direct. It generally involves the colleague concept as opposed to the line-staff concept. The outcomes sought in the supervision of people are harmony, cooperation, and a stimulation of the best in individual performance without coercion. The superior-inferior relationships disappear in this kind of supervision and are replaced by a realization of more or less equal status of the people concerned. To oversimplify again, the basic concept is that of rule by consent.

Contrary to the proponents of the line function for school principals are those who maintain that the colleague type of supervision should be the one to apply to a group of professionals working together. It is demonstrable that the higher the level of the group to be supervised, the more the coordination aspect should assert itself, up to the point where supervision contains a minimum of the element of management.

A publication of the National Education Association, *Conditions of Work for Quality Teaching*, has this to say on the matter—

The professional relationships within a school staff do not call for a rigid kind of administra-

tive concept. School staff personnel are likely to regard themselves as professional colleagues, including the administrative personnel. Attempts to divide professional educators on the basis of a worker-manager distinction should be resisted. The role of the administrator in the public schools is as much educational as managerial, so that full competence in school administration calls for depth of experience rooted in the classroom itself, and certification for administrative services should continue to include a period of teaching service. To demand of administrators that they abandon all sense of responsibility for the advancement of the teaching profession as a whole is an infringement on their professional integrity.

The principal needs to be a competent and privileged spokesman for the educational plan of the school system . . .

It is unfortunate that members of the Cameron Commission, among others in the province, appear not to recognize the distinction between the two types of supervision. Evidence of the line-staff point of view is apparent in the Commission's recommendation that principals sit on merit rating teams to evaluate their teachers' performance for salary purposes. In the report of the Leadership Course, principals are exhorted to utilize group procedures, with the apparent overtone that these can be used to camouflage decisions already made by them. Such callous and cynical practice can be proposed only on the grounds that the principal might be able to pass the blame on to the staff in case one of his predetermined decisions 'backfired'. It seems quite clear that in the professional field in which teachers work, line-staff procedures will destroy the relationships upon which a principal's effectiveness rests.

If the weight of the principal's loyalty and responsibility lies with his staff, then where does the cut-off in these matters come in the professional hierarchy above the principalship? Current practice in collective bargaining has some of the answers to this question. In business and industry where collective bargaining is used to set wage scales, and where line-staff supervision is the rule, it is quite clear that the supervisor or administrator who is expected to put the weight of his loyalties in management's camp must be paid at a higher rate than the highest paid member of the bargaining unit. His salary is not negotiated by

the members of the bargaining unit (although it is directly affected by the negotiations) and he does not come under the umbrella of the collective agreement in matters of tenure and fringe benefits. If a strike should occur, he takes no part in it. In short, he is a 'management' man, and is recognized as such by the members of the bargaining unit with whom he works. They cannot and do not expect him to hold the same attitudes to the company as they, the union members, have; but this does not prevent the existence of harmonious and effective work relationships between management and worker.

Can these precepts apply to the professional relationships between board-appointed school administrators above the principal's level, and the members of the staff? The parallel seems evident. Although all belong to The Alberta Teachers' Association, there is a recognizable difference in function in matters of administration. Surely there can be little argument against drawing the demarcation line in our professional supervisory hierarchy on the basis of salary. If this basis is used, professional teachers will insist that, if a school board wishes some degree of line-staff supervision from those it hires above the principalship, the board must expect to pay these persons above the highest rate which it is prepared to pay its principals. If the board does this, the teaching staff recognizes that such persons can be expected to render qualitative opinions about staff competency, as required by the board, without fear of violation of the professional code of ethics. On the other hand, if the salary paid is less than that of the rate of the highest paid principal, it will be recognized that this administrator is within the scope of the collective agreement, that his position will be named and his salary set by the agreement, and that the degree of line-staff function he can be expected to perform will be determined by the code of ethics.

This leads us to the question of the important part played by our Code of Ethics

in the supervision of people. Clause 15 of the ATA Code of Ethics reads:

Unfavorable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.

The original intention was twofold. It was to make clear that malicious gossip about one member of the Association by another constitutes unethical conduct. It was also intended to make sure that those members of the Association who, in the ordinary course of their duties, report on the effectiveness of teachers, report first to the teacher. This provision is designed to prevent the unfair situation of a teacher's being demoted, transferred, allocated to different duties, or dismissed without knowing the deficiency which caused the action.

One of the duties of members of the Association from department heads and vice-principals through principals, supervisors, and up to superintendents is supervision. This duty, as defined by an eminent Alberta school administrator, consists of helping teachers by advising, suggesting, and recommending. It does not include regulating teachers by requiring certain activities and forbidding others. Any member of the Association exercising supervisory duties as defined above may be asked by other administrators or by the school board for a statement on a teacher's performance. If the comments which would be appropriate are favorable, no problem of ethics exists. If they would be critical, then proper ethical conduct requires that the member will have previously advised the teacher concerned of the nature of the criticism. If supervision as defined above has been carried out, then the teacher has already received advice, suggestions, or recommendations for improvement. This of itself constitutes informing the associate of the nature of the criticism and is evidence of professional conduct on the part of the member who has been doing the supervision.

On some occasions, members who perform supervisory functions should refrain

from any criticism. This would be true if they had insufficient evidence on which to base comment, as would be the case in dealing with a teacher new to the staff who had not received the advice, suggestions, or recommendations of the supervisor as yet. The more difficult matter of the validity of the supervisor's appraisal must be left to his individual conscience. In this connection, the poor correlation between supervisor's appraisals and gain in pupil achievement should be borne in mind.

It seems clear that no member of the Association whose duties include supervision can refuse to comment on teacher performance (except for new teachers), without at the same time advertising the fact that he has not, in fact, performed his supervisory duties. If a teacher has received advice, suggestions, and recommendations for the improvement of his teaching, he has been informed of the nature of the criticism. There is still room for difficulty here, as when the teacher complains that he was not given any suggestions and the person exercising the supervisory functions says he was. If such a situation can be foreseen, it can be avoided if the suggestions are given in writing.

Clause 15 gives very wise advice to those involved in the delicate problem of qualitative judgments of their fellow professionals. It is clear that, if this guide to ethical conduct is observed, the colleague type of supervision can be maintained, along with all the very important professional advantages which flow from this type of supervision. Members of The Alberta Teachers' Association at all supervisory levels have, as a part of their official duties, the task of supervision. This duty cannot be avoided on the pretext that the code of ethics forbids evaluation of a teacher by his supervisor.

It is important to note that unfavorable comment is never made except to proper officials. For the principal, this is usually the professional next above him in the supervisory hierarchy. In

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Steve G. Kalita and R. E. Pederson tell
about a summer's work—

With the Research

A Stimulating Experience

WHEN I accepted an appointment as a summer research assistant I was told that the work would be a stimulating experience. That it was. Here was an opportunity to work with prominent scientists—outstanding men in their fields.

My first assignment took me into the laboratory of Dr. H. Habgood of the natural gas section of the Research Council of Alberta. The particular project with which I was involved was a somewhat new and different method of extracting helium from natural gas. Because of the low helium content of the Alberta natural gas, the liquefaction method as used commercially in the United States, cannot be used here successfully. Our method was based on the theory that helium atoms, being somewhat smaller than the molecules of other components of natural gas, can diffuse through the glass walls of very fine capillary tubing under conditions of fairly high temperature and pressure. The main problem was to produce fine capillary tubing and in enough quantity so that a working model of the extraction unit could be set up. This required all sorts of

interesting tasks, such as taking the temperature of an electric furnace with a thermocouple, measuring the outside and the inside diameter of glass tubing down to about three or four thousandths of an inch, and working with variable speed motors. After about three weeks we finally got to the stage where we could draw over a mile of this fine tubing from one four-foot length. This in itself was quite an achievement.

Before we could complete the working model of the extraction unit, I was transferred to the petroleum section in the new Research Council building. Here I worked with Dr. G. W. Hodgson and Dr. B. Hitchon on tasks relating to the projects going on, and on which scientific papers were being prepared. One of these tasks was to study the "logs" of oil wells for information as to the number and thickness of the different geological formations in a certain area of the province. After this data was obtained we used the computer at the University of Alberta to perform the required computations. This was an interesting assignment in itself. The problem had to be set up, then it had to be coded into a language understood by the computer, i.e., a tape was made on a special type of machine called a flexowriter. The tape was then fed into the computer, and as

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STEVE G. KALITA

Council of Alberta

New Horizons Opened

RESearch work is something that most of us regard with awe. What is actually done, how the problems are attacked, and what attributes one should have to engage in such work arouses one's curiosity. Consequently, when the Research Council of Alberta offered a summer position in Edmonton to an Alberta high school science teacher, I immediately applied.

My topic was gas chromatography and when shown the apparatus I marvelled at my audacity. It was a bewildering maze of glass tubing, stopcocks, stop watches, vacuum pumps, cooling devices, heating devices, gas cylinders, valves, pressure gauges, charts, temperature recorders, etc.

Several days went by before I could muster enough courage to try to operate it and, when I did, glass-blowers were kept busy for half a day making repairs.

It is not for me to try to interpret the data obtained. That is for those of far greater ability and training. My concern is with the effect of this opportunity on my profession, on me as a science teacher, and on me as an individual.

R. E. PEDERSON

Summer school was on and colleagues of mine were everywhere. That they were interested in this venture by the Research Council was soon evident. I was plied with questions by scores of them and I lost count of those who came in to the laboratory to see during the working day and those who asked to see after working hours. Without exception they were impressed with the soundness of letting science teachers have such opportunities. There is a gap between those who teach science and those who practise it. This was certainly a step to help bridge it.

Through the years students have been asking me questions about research work and what the laboratory technician did. My answers were based on reading and hearsay. But what a difference day-to-day association can make! Now I can speak with sufficient knowledge to provide some answers for students seeking information on this kind of work.

Research meetings, held about once a week, were interesting, and I found I was able to follow discussions fairly well. Here the experts in various fields met to listen to a paper on some topic that had been pursued and they would bring searching comment to bear on any parts that might pertain to their particular field—certainly an effective way of keep-

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*Keynote speaker
Senator Donald A. Cameron*

Education Week 1960

ON Monday, March 7, nearly 300 guests of The Alberta Teachers' Association attended a banquet and ceremonies in Red Deer marking the official opening of Education Week in Alberta. Among the special guests of the evening were the Honorable A. O. Aalborg, Minister of Education, Senator Donald Cameron, and Mayor J. N. McAfee of the City of Red Deer.

In his opening remarks, R. F. Staples, president of The Alberta Teachers' Association, traced the history of Education Week in Alberta. "Observance of this national week", President Staples said, "has three major purposes: to increase interest in all aspects of education, to inform the public of what is going on in the schools, and to solicit public opinion and support in solving the problems of education."

"Education Week, 1960, is especially significant," Mr. Staples noted. "The release of the report of the Royal Commission has stimulated interest in Alberta education. This report may well be looked upon as a blueprint for education in this province during the next several years and as such deserves careful study by all interested parties."

In declaring Education Week officially open, the Honorable A. O. Aalborg point-

ed to the fact that education is "big business" today. "Our concern must be for the future", he stated, "and for that reason we need a guide." He went on to say that we must first prepare some statement to set forth just what is the role of the school in society. Some say the school is doing too much, others say it is doing too little. "The most important task before us is to clarify these issues," the Minister said.

Other speakers at the banquet included D. R. B. McArthur, chairman of the Alberta Education Council; R. H. Jeacock, president of The Alberta Federation of Home and School Associations Incorporated; Dr. H. T. Coutts, dean of the Faculty of Education; William Ure, MLA for Red Deer; G. H. Dawe, superintendent of Red Deer Public Schools; and Mrs. W. B. Parsons, chairman of the Red Deer Public School Board.

Mayor J. N. McAfee of Red Deer extended the welcome of the city to the gathering and presented Senator Cameron with an autographed copy of Kerry Woods' *The Great Chief*.

President Staples complimented the teachers of Red Deer and district on their organization of the ceremonies for The Alberta Teachers' Association.

President Staples introduces . . .



*. . . and the Minister opens
Education Week*



*Mayor McAfee brings
greetings from the
City of Red Deer*



*Tom Murray and
Hon. A. O. Aalborg
check arrangements*



*Dean H. T. Coutts and R. H. Jeacock
chat before the banquet*

March, 1960

For the Sake of Understanding

THE PRESIDENT'S COLUMN



Current concern about relationships between the principal and his staff interests me and likely will continue to do so whether I am a principal or a classroom teacher. Articles I read and talks I have about such relationships seem to invite comparison with my own experience. Sometimes I find an uncomfortable gap between theory and practice. Maybe you do too.

When I read J. D. McFetridge's article, "Fail to Honor People", which appears in this issue, I could not help but feel startled about how much there is yet to learn in this business of getting along with others. I know that there are esoteric terms for such relationships; I know that there are experiences such as the Leadership Course for School Principals; and I know that books have been written about educational administration and supervision. But, after being exposed to all the learned dissertations on the subject, I still believe that ordinary common sense exercised by principal and teachers may be the answer to most, if not all, of these problems.

To me, the basic problem as between principal and teacher is the matter of understanding the function of the other in relation to the school. No school, however blessed it may be with fine buildings, elaborate equipment, and good students, can be much else than an in-

stitution if it does not have teachers and principal who have learned to work together. A staff made up of a number of rank individualists will surely never have a dull moment, but the program (or should it be programs!) in such a school may provide a rather loosely knit educational experience for the students.

If teachers can expect from a principal the sort of enlightened leadership function which appears to be so popular today, perhaps the principal may be entitled to expect some understanding by his staff of the responsibility he bears to the students, the board, the superintendent, the community, and to the teachers.

Inescapably, the ultimate responsibility for either a good school or a poor one lies on the shoulders of the principal. And in schools where the widest divergence of academic and professional preparation among teachers exists, the co-operative problem of developing and maintaining quality of instruction can become a crushing burden. It can be met only if each teacher accepts his share of the load. He has the right to expect that the principal's administration is such that the teacher can concentrate on the job of instruction. The principal ought to be able to assume that the teacher will discuss problems as they arise frankly and intelligently. Divergence of opinion is in itself not a matter of who is right or

DEPARTMENT OF EDUCATION



Official Bulletin

No. 201

School book discount

Effective April 1, 1960, the School Book Branch will grant to teachers a discount of 15 percent on all cash orders whose list price is \$5 or more, providing they state the name of the school board by whom they are employed and sign a declaration certifying that their students will receive full benefit of the discount.

This discount privilege is extended only to cash orders of \$5 or more which are submitted by teachers on behalf of students. Orders which are to be charged to a school board must be authorized by the secretary-treasurer or superintendent before they are forwarded to the School Book Branch.

Complete regulations covering terms of discount, transportation, and payment for book orders are set forth at the back of all School Book Branch catalogs and order forms.

Mathematical tables

Recent changes in Mathematics 30 have raised certain questions with respect to the use of mathematical tables. The following directives may prove helpful in this regard.

- Logarithms are not included in the Mathematics 30 course.

- Teachers of Physics 30 should make certain that students understand the elementary trigonometric functions, especially sine and cosine, and should teach them if necessary. This knowledge may prove helpful in the solution of certain problems.

- Mathematical tables will be available for use during the departmental examinations this coming summer. Students may use them in writing final examinations in Mathematics 31, Physics 30, and Chemistry 30.

Mathematics 31 (Trigonometry)

For this school year, 1959-60, the minimum course content for Mathematics 31 (Trigonometry) will be Chapters I-XII *Trigonometry with Tables*, Welchons and Krickenberg.

Chapter III, "The Slide Rule", is optional. It is suggested that this chapter be omitted.

If time permits, the course should be extended to include some spherical trigonometry (all or part of Chapters XIII, XIV and XV). The August (supplemental) examination paper in this course will be prepared so as not to penalize students who have not covered the chapters on spherical trigonometry.

wrong, but rather of recognizing that mature professional persons ought to be able to have differences and still be able to work together in a common interest.

There are and always will be occasions when a principal has to make decisions which are acceptable to some and offen-

sive to others. Such decisions are the test of one who has learned to accept responsibility. A teacher is a professional colleague when he recognizes the principal's responsibility and can accept the need for decisive leadership when circumstances demand its exercise.

PROFILE

Allen Ronaghan had the rapt attention of his high school English class as Principal Don Gunn opened the classroom door.

"You've got a visitor, Mr. Ronaghan," Don informed him. "I'll be glad to take over your class so that you can be interviewed on your recently published book."

Allen rather regretfully closed his literature text on Thomas Raddall's "Champeen Liar", and we walked together down the corridor to the quiet of the principal's office. We quickly found the author of *We Are One Nation*, recently published by Greenwich Book Publishers, New York, to be an interesting ATA personality.

Allen is a native Albertan. Born at Islay in 1923, he attended the Vermilion High School from which he went to Edmonton Normal. Upon graduation, he began teaching and at the same time began to improve his professional qualifications. By 1946, he had earned his B.Ed.

degree from Alberta and has since studied at Queen's and Laval. While teaching in the Tofield High School, he met and married Miss Shirley Hemphill in 1949. Except for two years in the Peace River country, where he and Mrs. Ronaghan edited the *Grimshaw Voyager*, Mr. Ronaghan has spent his entire teaching career in eastern Alberta. He is now serving as vice-principal of the Irma High School.

He told us that his book is being well received. "It deals with a controversial subject," he warned. "My thesis is that we as Canadians should be concerned with the fact that an English-speaking Canadian can be himself everywhere in Canada, while his French-speaking fellow citizen cannot."

"In my opinion", he went on, "the general interpretation of Section 133 of the *British North America Act* has been too narrow. This section states that both English and French may be used in the Canadian parliament and in publications issuing from that legislative body. My concern is that bilingualism stops there. We tend to think of Quebec as bilingual, and the rest of Canada as English-speaking. Not only is this a loss to us

(Continued on Page 72)



President Staples congratulates . . .



. . . the teacher-author.

1960 Annual General Meeting

The forty-third Annual General Meeting of The Alberta Teachers' Association will be held in Calgary's Hotel Palliser, April 18-20, 1960. Over 275 councillors and members of the Association will converge on Calgary during the Easter weekend to be ready for registration on Monday morning, April 18.

General chairman of the Annual General Meeting will be R. F. Staples of Westlock, provincial president; A. D. G. Yates of Edmonton, vice-president and president-elect, will be chairman of the Resolutions and Finance Committees. Other members of the Executive Council in attendance at the meeting include: Inez K. Castleton, Elizabeth W. Duff, Jean Saville, N. P. Bragg, E. J. L. Guertin, Frank Loewen, H. C. McCall, J. A. McDonald, D. A. Prescott, T. F. Rieger, and A. J. Shandro.

Staff officers attending the Annual General Meeting include General Secretary S. C. T. Clarke, Assistant General Secretary F. J. C. Seymour, and Executive Assistants W. R. Eyres, E. J. Ingram, and J. D. McPetridge.

Listed on the order paper of the three-day meeting are some 28 resolutions

presented by local associations and an additional 42 resolutions presented by the Executive Council. Scheduled for Monday evening will be consideration of the financial report. Tuesday evening will be highlighted by the annual banquet at which Dr. G. L. Mowat of the University of Alberta will be guest speaker.

Ballots for the election of the Executive Council for the ensuing year will be counted on Wednesday morning, and the installation of officers and members of the Executive Council will be the closing order of business on Wednesday afternoon.

General sessions of the Annual General Meeting are open to members of the Association and the public as well.

AGM Memo

- ✓ Check your hotel reservations.
- ✓ Bring your AGM handbook.
- ✓ Bring your councillor credential form.
- ✓ Study the resolutions to be discussed at the Annual General Meeting.
- ✓ Plan to attend all sessions—all of the time.

Order of Business

Monday, April 18

- 9:00 Registration
- 10:00 Order
 - O Canada
 - Address of welcome
 - Minutes of 1959 Annual General Meeting
 - Appointment of AGM committees
 - Finance, Scrutineers, Resolutions
 - Hearing of fraternal delegates
 - Reports
 - Resolutions
- 12:00 Adjourn

- 1:30 Resolutions
- 3:15 Recess
- 3:20 Resolutions
- 4:30 Adjourn
- 7:30 Financial report (Closed Session)

Tuesday, April 19

- 9:30 Resolutions
- Pensions
- 10:25 Recess
- 10:30 Resolutions
- 12:00 Adjourn
- 2:00 Resolutions
- 3:15 Recess
- 3:20 Resolutions
- 4:00 Adjourn
- 6:30 Banquet: Address—Dr. G. L. Mowat,
Professor of Education, University of Alberta

Wednesday, April 20

- 9:30 Reports—Curriculum Committee
- Resolutions
- 10:55 Recess
- 11:00 Resolutions
- 12:00 Adjourn
- 2:00 Resolutions
- 3:15 Recess
- 3:20 Resolutions
- Installation of officers and district representatives

God Save The Queen

Voters' List

Elections, Executive Council
The Alberta Teachers' Association

The list of members of The Alberta Teachers' Association who are entitled to vote in elections for the Executive Council has been prepared in the form of a pamphlet containing an alphabetical list of members' names as registered on November 30, 1959. When you receive your copy of the list, please check carefully for your name and, if it is not included, please notify head office immediately.

Executive Council Elections, 1960

The following is a list of nominations of candidates for election to the Executive Council for terms commencing Easter, 1960.

In cases where one complete nomination only has been received, the candidate will be declared elected by acclamation.

Position	Candidate	Nominated by
*President	Arthur David Gerald Yates Edmonton	Castor, Edmonton Public School, Two Hills, Westlock.
*Vice-President	John Alexander McDonald Medicine Hat	Acadia, Calgary City, Castor, Edmonton Public School, Fair- view, Forty Mile, Lethbridge City, Lethbridge District, Medi- cine Hat City, Medicine Hat Rural, Sullivan Lake, Two Hills, Westlock.

District Representatives

Southeastern	Edwin Roy Hadlington Foremost	Forty Mile.
	Lucy Isabelle Mary Milne Medicine Hat	Medicine Hat City.
	Thomas David Smith Cereal	Acadia, Medicine Hat Rural, Sullivan Lake.
Calgary District	Norman Prescott Bragg Standard	Calgary Rural, Olds, Wheatland.
	Floyd Joseph Henheffer High River	Foothills.
Central Western	Nicholas P. Hrynyk Alix	Lacombe.
	Russell Petterson Lacombe	Ponoka.
	Donald Allison Prescott Red Deer	Red Deer City, Red Deer District.

Edmonton City Gino Mark Fracas
Edmonton

Edmonton Separate.

Lillian Jean Scott
Edmonton

Edmonton Public School.

*Northwestern

Earle Joseph Lacombe Guertin
Fairview

Fairview, Peace River, Spirit
River.

*Elected by acclamation

Candidates Elected by Acclamation

For President



A. D. G. YATES

President-elect A. D. G. Yates has served for the past year as vice-president of the Association. Previously he was for two years district representative for Edmonton City.

Mr. Yates has been a member of the Association's committees on finance, resolutions, in-service education, scholarships and loans, and labor liaison. He has attended three Economic Seminars, as well as the Banff Conference, and has acted as an economist consultant for the Association. He was one of the ATA representatives at the 1958 Canadian Teachers' Federation Conference. In local affairs, Art was representative at large and president of the Edmonton Elementary Local, secretary and chairman of the inter-local salary policy committee, and a member of the interpretation committee.

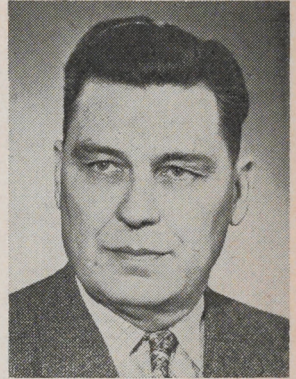
Mr. Yates has been on the Edmonton Public School staff for the last seven years as a teacher in elementary, junior high, and high schools, and is presently vice-principal of McKernan School. He holds his B.Ed. degree from the University of Alberta, and is married and has two sons.

For Vice-President

J. A. McDonald is presently completing his term as district representative for Southeastern Alberta on the Executive Council. He is a member of the Association's Discipline Committee and is chairman of an ad hoc committee studying the report of the Cameron Commission.

Mr. McDonald's ATA experience includes terms as president and as secretary of the Crow's Nest Pass Local and as secretary of the sublocal and as a councillor to the Annual General Meeting. His administrative experience covers many fields. He has been president of the Lions Club, master of the Masonic Lodge, president of the local United Nations organization, and a member of the municipal hospital board of directors.

Mr. McDonald holds his B.Sc. degree from the University of Alberta. He has had 28 years' teaching experience and is presently teaching mathematics and science in Medicine Hat High School. He is married and has a daughter in training at the University Hospital.



J. A. McDONALD

For District Representative Northwestern Alberta

E. J. L. Guertin was elected to the Executive Council as district representative for Northwestern Alberta in a by-election in November, 1958, and he will be beginning his first complete term this Easter.

Earle was born in High River, graduated from the North Turner Valley High School, and obtained his B.Ed. from the University of Alberta in 1954. He is presently working towards his M.Ed. degree in school administration at the University of Washington. After graduation he taught for one year at Whitelaw in the Fairview School Division. Since then he has been vice-principal of the Fairview Junior-Senior High School.

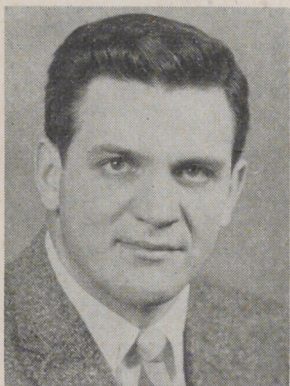
He has been active in ATA affairs, having served as secretary and president of the Fairview Sublocal and councillor and president of the Fairview Local. For three years he was a member of the local's economic committee. He was secretary of the North Peace Convention for four years.



E. J. L. GUERTIN

Nominations for District Representatives

Edmonton City



GINO FRACAS

Mr. Fracas was born in Windsor, Ontario, matriculated from Assumption High School, and graduated with an honors B.A. in physical health and recreation education from the University of Western Ontario. Following graduation in 1955, he moved to Edmonton, accepted a teaching position with the Edmonton Separate School Board, and during the next few years completed his studies at the University of Alberta, receiving his B.Ed. degree in 1958. He teaches biology and directs the physical education program at St. Mary's High School.

For the past three years Mr. Fracas has been on the Edmonton Separate Local and prepared a brief on fringe benefits in the salary schedule. He is extremely interested in teaching and is very active in youth work. He has achieved an enviable reputation as a coach in all major sports activities and considerable acclaim both as an amateur and a professional in football. Gino and his wife and two sons live on Edmonton's south side.



L. JEAN SCOTT

Miss Scott, a bachelor of science graduate of the University of Alberta, has taught for 19 years in Edmonton, mainly in the field of mathematics. During this time she has been a demonstration teacher for the Faculty of Education and a member of the Department of Education subcommittee on high school mathematics. She presently holds an administrative position as dean of girls at Bonnie Doon Composite High School.

Always active in ATA affairs, Miss Scott spent six years on the executive of the Edmonton High School Local. During this time she held various offices, including the presidency, and served for four years on the conference committee. She represented the local at the Annual General Meeting on five occasions and attended two Banff Conferences. At present she is a member of the local council and a 1960 AGM councillor.

At the provincial level, Miss Scott was one of the original members of the standing committee on pensions and still serves in that capacity.

Calgary District



N. P. BRAGG

Norman Bragg has been a member of the Executive Council for two years as district representative for Calgary District.

Norman has a wealth of experience in Association affairs. He has been on the executive of the Wheatland Local for 15 years in various offices. He has attended the Annual General Meeting as a councillor several times, the Banff Conference, and the Leadership Course for School Principals. For two years he was president of the Calgary District Convention. Last year, he represented the Association at the British Columbia Teachers' Federation Conference in Nelson.

For the past 18 years Norman has been principal of Standard School where he teaches social studies and French. Prior to that he taught for nine years in rural schools. He holds his B.Ed. degree from the University of Alberta.



F. J. HENHEFFER

Floyd J. Henheffer is presently vice-principal of the Okotoks School. His teaching career began in Saskatchewan in 1935. Then he served three years as a member of the Royal Canadian Air Force. He began teaching in southern Alberta in 1945 and has held the position of principal at Vulcan and High River. Mr. Henheffer completed his professional training at the University of Alberta, graduating with a bachelor of education degree with honors in 1947.

For eight of the last nine years he has been a member of the negotiating team of his local association. He will be a councillor to the 1960 Annual General Meeting from the Foothills Local.



E. R. HADLINGTON

E. R. Hadlington was born in Lethbridge and is a graduate of the Calgary Normal School. He holds his B.Ed. degree from the University of Alberta and has completed course requirements for his M.Ed.

Mr. Hadlington has taught in Alberta for 15 years and is at present principal of the Conquer-ville rural centralization in the County of Forty Mile No. 8. He has been active in Association affairs during his teaching career and has been president of local and sublocal associations and for many years a councillor to the Annual General Meeting. More recently he served for five years as secretary of the Forty Mile Local and was chairman of the salary negotiating committee.



LUCY MILNE

Miss Milne, commercial teacher and guidance counsellor at Medicine Hat High School, is a native Albertan, attended Camrose Normal School, and holds a business administration degree.

She has always taken an active part in ATA affairs and has been secretary of the Medicine Hat Local, delegate to the Banff Conference, and president of the Medicine Hat Public School Sublocal. She served on local and sublocal executives when teaching in Provost, Vermilion, and Taber. Miss Milne is also a member of the executives of several community organizations: Provincial Organization of Business and Professional Women's Clubs, Provincial Advisory Committee of the Junior Red Cross, Canadian Club, Advisory Committee for the National Employment Service.



T. D. SMITH

Tom Smith was born in England and received his education and teacher training there. He was granted his British teacher's certificate in 1934. His teaching experience of 15 years, including nine years as a principal, was broken by six years' war service in the Royal Air Force.

Mr. Smith emigrated to Canada in 1955 and accepted employment as a teacher in the Acadia School Division. He has taken a keen interest in Association affairs and is at present president of the Acadia Local and president of the principals' association. He also serves as chairman of the economic committee and of the salary negotiating committee.

Nicholas Hrynyk has taught for 11 years and for the last ten of these has been principal of the Alix Consolidated School. He holds B.Ed. and B.Sc. degrees from the University of Alberta and is presently preparing his thesis for the M.Ed. degree.

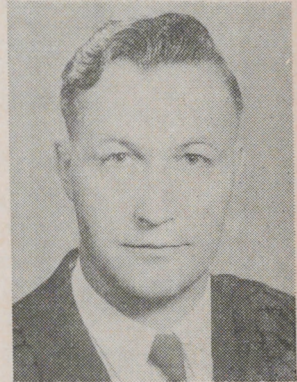
Mr. Hrynyk has always been active in ATA affairs. He is presently chairman of the Lacombe Local Public Relations Committee, and has served two terms as local president and three as AGM councillor. He has also served on the negotiating committee for four years, twice as chairman. Mr. Hrynyk has recently been appointed as an economic consultant for the Association and attended the Economic Seminar last August.



N. P. HRYNYK

Russell Petterson has been active in affairs of the Association in his 20 years' teaching experience. He has served as president in Strawberry, Leduc, and Ponoka Locals and in the Thorsby and Rimbey Sublocals. He has been a member of economic, festival, and track and field committees in these areas. Mr. Petterson has been a councillor to the Annual General Meeting on several occasions, has attended the Banff Conference as local delegate, and was recently president of the Red Deer Area Teachers' Convention.

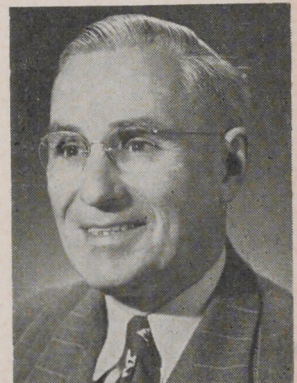
He has his bachelor of education degree and has held a principalship for 12 years.



R. PETTERSON

Don Prescott is a graduate of Camrose Normal School and holds his B.A. degree. All his teaching experience has been in Alberta, except for service in the RCAF during World War II as instructor in mathematics and navigation.

Mr. Prescott has served continuously as district representative for Central Western Alberta since his election in 1952. He is presently a member of the Finance Committee. He also served on the ATA Pension Committee, and during his term has visited all locals and sublocals, attended all area conventions and conferences, and each of the Banff Conferences. He is a member of a number of community organizations, including the Canadian Cancer Society, the Alberta Motor Association, and the Natural History Society.



D. A. PRESCOTT

Financial Report

Auditors' Report

Edmonton, Alberta
February 5, 1960

To the Members of
The Alberta Teachers' Association:

We have examined the balance sheet of The Alberta Teachers' Association as at December 31, 1959 and the statement of income and expenditure for the year ended on that date and have obtained all the information and explanations we have required. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

In our opinion and according to the best of our information and the explanations given to us and as shown by the books of the Association, the accompanying balance sheet and statement of income and expenditure are properly drawn up so as to exhibit a true and correct view of the state of the affairs of the Association as at December 31, 1959, and the results of its operations for the year ended on that date, in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

DELOITTE, PLENDER, HASKINS & SELLS
Chartered Accountants

Income and Expenditure Statement

Year Ended December 31, 1959

Income

Fees—less transferred to <i>The ATA Magazine</i> \$16,875.00	\$292,845.64	
Investment earnings	19,106.35	
Mimeographing charges	659.58	
Sale of handbook	1,249.00	\$313,860.57
		<hr/>

Expenditure

Annual general meeting	11,499.00	
Banff workshop—less receipts applied \$4,465.45	3,844.38	
Board of reference and grievances	1,119.61	
Canadian Teachers' Federation—fees	12,363.75	
Cameron commission	162.58	
Committees	7,257.90	
Conferences and conventions	3,750.14	
Executive meetings	10,120.67	
Fall conventions	4,586.91	
Fall convention secretaries' meeting	620.58	
General executive expenses	10,393.38	
Law costs and legal retainer	3,600.00	
Library—less charged to trust fund \$214.98	—	
Local secretaries' conference	1,553.63	
Office and administration	105,729.36	
Principals' leadership course	677.08	
Publicity and public relations	6,192.97	
Regional conferences	737.80	
Research—less charged to trust fund \$906.52	593.48	
Salary negotiations	21,772.16	
Scholarships—less charged to trust fund \$988.33	2,556.67	209,132.05
		<hr/>

General surplus	\$104,301.47
Less magazine deficit for year	427.05
	<hr/>

Net surplus for the year, being excess of income over expenditure	\$104,301.47
	<hr/> <hr/>

Net surplus applied as follows:	
To trust fund reserves—per by-laws	13,000.00
To trust fund reserves—investment earnings	19,106.35
To unallocated surplus—balance	72,195.12

Assets**Current Assets:**

Cash in bank	\$ 49,333.67	
Estimated fees receivable	21,992.65	
Accounts receivable:		
Trade—less allowance for doubtful accounts \$132.00	1,484.74	
Teachers' Retirement Fund	2,417.26	
Prepaid stationery, insurance, postage, etc.	3,435.10	\$ 78,663.42

Fixed Assets—at cost except where noted:

Land	\$ 5,112.08	
Building	165,097.65	
Office Equipment	32,015.82	
Library (nominal value)	1.00	
	202,226.55	
Less accumulated depreciation	52,048.80	150,177.75

Other Assets—at cost:

Professional assistance loans	8,085.00	
Deposits	655.00	8,740.00

Trust Fund Assets:

Investments:		
Securities—at cost	453,567.54	
F. J. C. Seymour mortgage	1,745.42	
E. J. Ingram mortgage	5,471.85	
J. D. McFetridge mortgage	4,241.52	
	465,026.33	
Accrued bond interest	4,849.06	
Cash in bank	26,601.31	496,476.70
		<u>\$734,057.87</u>

01, 1959

Liabilities

Current Liabilities:

Accounts payable	\$ 1,543.88	
Locals fees payable	10,967.95	
Deposits on salary handbooks	945.00	
Mortgage instalments due within one year	5,722.56	\$ 19,179.39

Long-Term Liability:

4½ % mortgage to Teachers' Retirement Fund, payable \$600 per month including interest	35,566.59	
Less amount due within one year	5,722.56	29,844.03

Total liabilities

\$ 49,023.42

Members' Equities:

Unallocated surplus:

Balance January 1, 1959	\$ 25,322.77
Balance of net surplus for year	72,195.12
Balance December 31, 1959	97,517.89
Building fund reserve	81,039.86
Professional assistance reserve	10,000.00
Trust fund reserves	496,476.70

Total members' equities

685,034.45

\$734,057.87

The ATA Magazine

Revenue and Expenditure Statement

Year Ended December 31, 1959

Revenue

Advertising	\$15,467.51	
Subscriptions	17,635.90	\$ 33,103.41

Expenditure

Costs and commissions on advertising	2,413.52	
Postage—magazine	1,138.18	
Printing of magazine (10 issues)	22,498.76	
Rent and janitor	480.00	
Salary and administration	7,000.00	33,530.46
Deficit for year—Carried to income and expenditure statement		\$ 427.05

Schedule of Office and Administrative Expenditure

Year Ended December 31, 1959

Actuarial costs	\$ 1,965.00
Audit	1,890.00
Depreciation of office equipment	3,201.58
Employee benefits	359.62
General expense	68.08
Insurance	1,492.50
Interest and exchange	280.81
Office assistance	300.31
Office repairs and renewals	779.44
Parking lot	1,317.08
Postage	1,734.77
Printing, stationery and office supplies	4,574.54
Provision for doubtful accounts	96.63
Rent	8,722.50
Salaries	85,114.37
Telephone and telegraph	538.90
Unemployment insurance	293.23
	<u>\$112,729.36</u>
Less:	
Transfer to <i>The ATA Magazine</i>	7,000.00
Total office and administrative expenditure	<u>\$105,729.36</u>

Barnett House

Schedule of Rental Costs

Year Ended December 31, 1959

Revenue

Rentals:

Monarch Life Assurance Company	\$ 3,575.04
Teachers' Retirement Fund	2,000.00
<i>The ATA Magazine</i>	480.00

Total revenue		\$ 6,055.04
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Expenditure

Heat	\$ 816.23
Insurance	203.30
Janitor—less recoveries \$770.00	2,030.00
Light and water—less recoveries \$330.40	953.49
Maintenance	1,523.37
Taxes	3,287.67
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	\$ 8,814.06
Interest on mortgage	1,708.24
Provision for depreciation at 2½ % of cost	4,255.24

Total expenditure		14,777.54
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Net cost in lieu of rent		\$ 8,722.50
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Schedule of Trust Fund Reserves

Year Ended December 31, 1959

	Scholar- ships	Research	Library	Special Emergency	General	Total
Balance, December 31, 1958	\$24,129.97	\$22,132.51	\$25,027.79	\$257,402.62	\$137,832.25	\$466,525.14
Add:						
Appropriations from current year's surplus:						
Per by-laws	1,000.00	1,000.00	1,000.00		10,000.00	13,000.00
Investment earnings	988.33	906.52	1,025.29	10,540.90	5,645.31	19,106.35
	<u>26,118.30</u>	<u>24,039.03</u>	<u>27,053.08</u>	<u>267,943.52</u>	<u>153,477.56</u>	<u>498,631.49</u>
Deduct:						
Expenses charged	988.33	906.52	214.98	44.96		2,154.79
Balance, December 31, 1959	<u>\$25,129.97</u>	<u>\$23,132.51</u>	<u>\$26,838.10</u>	<u>\$267,898.56</u>	<u>\$153,477.56</u>	<u>\$496,476.70</u>

Resolutions, Annual General Meeting, 1960

This material is confidential and the information contained herein is for the use of the members of The Alberta Teachers' Association only. None of the material contained in these resolutions may be reproduced, either in whole or in part, except on the written authority of the general secretary-treasurer of the Association.

Some local associations may find that their resolutions have not been printed exactly as forwarded to the office under declaration. The councillors of the local associations concerned have the right to ask that the resolutions be read, as originally drafted, and/or discussed at the same time that the resolutions covering the same matter or principle are before the Annual General Meeting.

Resolutions have been amended because:

- they concern matters either in effect or being considered;
- they are similar in content to other resolutions, one of which has been printed — in these cases the Executive Council has selected the most comprehensive resolutions; or
- "By-laws and resolutions involving the expenditure of money of the Association shall be referred to the Executive Council for recommendation or report before being presented to the Annual General Meeting."— By-law 22.

There are two groups of resolutions to be presented to the Annual General Meeting:

- (a) resolutions presented by local associations, and
- (b) resolutions presented by the Executive Council of The Alberta Teachers' Association.

Resolutions presented by local associations

C 1/60 Whereas; teachers frequently move from one teaching locality to another, and

Whereas; teaching experience is considered in the computation of professional salaries,

BE IT RESOLVED, that The Alberta Teachers' Association reaffirm its policy on transferring and transporting of teaching service as expressed in policy resolution 15.01.

C 2/60 **BE IT RESOLVED**, that prior to any strike vote, the Executive

Council of The Alberta Teachers' Association make clear to the local concerned the position of the Executive Council of The Alberta Teachers' Association.

C 3/60 **BE IT RESOLVED**, that the Executive Council be instructed to review policy resolution 15.03 with a view to recommending possible modification of this resolution based on the following considerations:

- (a) downward revision of the 75 percent figure; or

- (b) a flat rate instead of a percentage of wages; or
- (c) a flat rate with additional amounts to be paid the dependents of teachers on strike.

C 4/60 Whereas; resolution 15.03 re strike pay for teachers is impractical in its present form,

BE IT RESOLVED, that this resolution be rescinded and another be drafted with a reduced flat rate of payment for all teachers on strike, and further

BE IT RESOLVED, that this matter be finalized at the 1960 Annual General Meeting.

C 5/60 **BE IT RESOLVED**, that The Alberta Teachers' Association representatives on the Joint ATA-ASTA Committee be instructed to investigate a standardized agreement format to facilitate future salary negotiations.

C 6/60 Whereas; in past years many resolutions sent in from this local have been either discarded, amalgamated, or so changed as to be unrecognizable by our local, and Whereas; this has caused extreme dissatisfaction to the members of this local who feel that their only contact with the machinery of their organization has been lost, **BE IT RESOLVED**, that, in future, whenever a resolution must be discarded, amalgamated, changed, or deferred for any reason whatsoever, the Executive Council shall be bound to notify the local or locals concerned as to its reasons for such action.

C 7/60 **BE IT RESOLVED**, that the Annual General Meeting view with alarm any proposed move to decrease the number of councillors to attend the Annual General Meeting.

C 8/60 Whereas; locals and sublocals of The Alberta Teachers' Association have at present insufficient income as a result of increased professional activity,

BE IT RESOLVED, that the Annual General Meeting review the problem of professional fees and grants to locals and sublocals.

C 9/60 **BE IT RESOLVED**, that teachers on exchange in this province be given membership in The Alberta Teachers' Association with remission of fees for the period of their service here.

C10/60 Whereas; some evening credit courses are being offered in some points in the province outside the City of Edmonton,

BE IT RESOLVED, that The Alberta Teachers' Association urge the University of Alberta to offer these evening credit classes in all points in the province where there is a demand for them.

C11/60 Whereas; the holder of a four-year B.Ed. degree must generally take six additional senior Arts or Science courses to obtain a B.Sc. or B.A. degree, and

Whereas; the holder of a three-year B.Sc. or B.A. degree must generally take nine courses in education, including some that are half-year courses, to obtain a B.Ed. degree, and

Whereas; there is an obvious financial advantage to obtain the Arts or Science degree first, and Whereas; the policy of The Alberta Teachers' Association gives preference to students obtaining the B.Ed. degree first,

BE IT RESOLVED, that The Alberta Teachers' Association ask for better equalization of courses to be taken for a B.Ed. and B.Sc. or B.A. degree regardless of which degree is obtained first.

C12/60 Whereas; a few members of The Alberta Teachers' Association have had their service terminated through permanent disability several years before normal retirement age, and

Whereas; the disability pension in such cases has proven most inadequate to meet a minimum

subsistence standard, and
Whereas; the number of disabled teachers is a small percentage of our total body,

BE IT RESOLVED, that The Alberta Teachers' Association take immediate action to remedy this situation by setting up a benevolent fund which will be used to supplement any disability pension awarded by the Teachers' Retirement Fund, provided that the total of the disability pension plus the supplementary pension from the benevolent fund shall not be less than \$150 per month.

C13/60 Whereas; at present it is not the policy of school divisions to insure teachers against liability incurred during their duties for the school board,

BE IT RESOLVED, that The Alberta Teachers' Association press for a revision in *The School Act* to provide a clause requiring such coverage.

C14/60 **BE IT RESOLVED**, that policy resolution 13.09 be replaced by the following resolution:

"Whereas; a school board needs at least one school year to estimate the abilities and suitability of a teacher, and

Whereas; the continued employment of an unsuitable teacher may be detrimental to educational progress in a school area,

BE IT RESOLVED, that The Alberta Teachers' Association support the policy that the first year of a teacher's contract with a school board shall be on a probationary basis (and there shall be no appeal allowed to the Board of Reference in the case of termination of contract by the school board where the contract has been in effect for less than twelve months)."

C15/60 **BE IT RESOLVED**, that anyone designated as principal or vice-principal shall be considered as on probation for the first two

years of holding such office without prejudice to his status as teacher, and after such probationary period, termination of designation as principal or vice-principal may be appealed to the Board of Reference.

C16/60 Whereas; modern communication and transportation enable a teacher to check conveniently and efficiently on any teaching positions open in the province, and
Whereas; schools in the province are experiencing difficulty in completing their staffs by June 30 and thus experiencing further difficulty in pre-planning their programs for the coming term, and

Whereas; it is obviously unfair that school boards be required to give notice of termination of contract by June 15, while teachers remaining in the province have until July 15 to resign their positions, and

Whereas; there is discrimination against teachers moving from the province in that they must resign their positions by June 15 while those remaining in the province have until July 15 to resign, and
Whereas; a move by the teachers to change the resignation deadline to an earlier date is evidence of a professional concern for education and an indication of a willingness to work with school boards for the over-all welfare of education, and

Whereas; most other provinces have an earlier deadline for teachers' resignations (for example, Saskatchewan, May 31, and Ontario, May 15) thus hindering the flow of such teachers to Alberta, and

Whereas; there are no really valid reasons for keeping the deadline for resignations at July 15 and a shifting of this date to an earlier one is in no way detrimental to the interests of teachers,

BE IT RESOLVED, that The Alberta Teachers' Association urge the Government of the Province of Alberta to amend Section 341(3) of *The School Act* from "A notice to terminate a contract effective in the month of July or August shall be given to the board by the teacher on or before the preceding fifteenth day of June, unless the teacher enters into a contract with another school board in the province in which case the notice may be given on or before the preceding fifteenth day of July." to "A notice to terminate a contract effective in the month of July or August shall be given to the board by the teacher on or before the preceding fifteenth day of June".

C17/60 **BE IT RESOLVED**, that the present estreatment of two years be reduced to one year.

C18/60 Whereas; the present policy of estreating the first two years of pension contributions for those leaving the profession creates some hardship and ill will, and Whereas; the Government of the Province of Alberta now guarantees the pension fund,

BE IT RESOLVED, that only a nominal service charge be made in lieu of any estreatment of contributions.

C19/60 **BE IT RESOLVED**, that the retention of the first two years of contributions when a withdrawal is made from the pension fund be changed to an amount equal to the cost of administering such teacher's account.

C20/60 Whereas; many years of service are rendered that are not pensionable,

BE IT RESOLVED, that all years of teaching service be accepted as pensionable service.

C21/60 Whereas; estreatment takes only two years' contributions from those who are in the profession temporarily, and

Whereas; any member of The Alberta Teachers' Association entering at age 19 or in his early twenties (the normal age of entry for one determined on a teaching career) pays into the pension fund for up to 11 years—all lost payments, as they are not considered pensionable service, and Whereas; those contributions apparently cannot be reclaimed and the contributor again be reinstated in the fund as a new contributor at age 30 when pensionable service begins, and Whereas; there are those who, entering the organization at age 30, can now obtain just as much pension as can those who contributed since age 19,

BE IT RESOLVED, that, before concentrating on saving two years' payments for transients, The Alberta Teachers' Association press for correction of injustices to the younger members who wish to remain in teaching—possibly call for a total of 40 years of pensionable service at any age up to 68.

C22/60 Whereas; the following resolution was presented at the 1957 Annual General Meeting and has not been dealt with, and

Whereas; the pension plan is presently under study for revision,

BE IT RESOLVED, that this resolution be reconsidered—

"Whereas; teachers' pensionable service is presently computed at age 30 and after, and

Whereas; teachers must contribute to the Teachers' Retirement Fund for each year that they teach, and

Whereas; teachers may suffer ill health after age 55 and have difficulty in obtaining 35 pensionable years between the ages of 30 and 68, and

Whereas; full pension is not payable until age 65,

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BE IT RESOLVED, that each and every year of teaching service in Alberta schools be credited as pensionable years of service to a maximum of 35 years, regardless of the age of the teacher."

C23/60 Whereas; it is policy to promote the advancement of every teacher's educational standing, and Whereas; leaves of absence and sabbatical leaves are normally used for furthering one's education, and

Whereas; anyone using a leave of absence or sabbatical leave now loses that year as pensionable service, and

Whereas; it is not always possible to use the three-year extension of retirement time to make up this loss of pensionable time,

BE IT RESOLVED, that The Alberta Teachers' Association attempt to have sabbatical leaves incorporated into all salary contracts, that negotiations begin immediately with the Government of the Province of Alberta to establish recognition of sabbatical leaves, that arrangements be made to have contributions to pensions continue during sabbatical leaves, and that the period of leaves be included as pensionable time for the purpose of calculating pensionable service.

C24/60 Whereas; there have been many teachers who have returned to the teaching profession and who had already attained the age of 50,

BE IT RESOLVED, that Section 7 of By-law No. 1 of 1948, as amended, relating to the administration of the fund constituted under *The Teachers' Retirement Fund Act*, be further amended to provide some pension or partial pension for teachers contributing

to the fund after attaining the age of 50 years.

C25/60 **BE IT RESOLVED**, that teachers be allowed to retire on maximum pension after 35 years of service, rather than wait for age 65.

C26/60 Whereas; the present scheme for retirement states that the pension rate is based on the best five consecutive years of salary, and Whereas; persons having a break in this continuity due to a leave of absence for sabbatical leave are at a disadvantage if the break comes within these best five years of salary,

BE IT RESOLVED, that a sabbatical leave be not considered as a break in the continuity of the best five years of salary.

C27/60 **BE IT RESOLVED**, that subsection 4(a) of By-law No. 1 of 1948 be amended by substituting for the words, "only during these years after a teacher has attained the age of 30" the words, "from the time of the teacher's first contribution to the fund".

C28/60 Whereas; nuclear tests carried out ostensibly for purposes of defence, have now become so menacing to the survival of the human race that scientists, statesmen, and world leaders generally are crying out against further tests, and

Whereas; the faculty and student body of the University of Toronto have taken the lead in Canada to rouse public opinion against this growing danger,

BE IT RESOLVED, that The Alberta Teachers' Association join with the University of Toronto and other like groups in urging the Government of Canada to use its utmost influence to bring about a world ban on all further nuclear arms testing.

Resolutions presented by the Executive Council of The Alberta Teachers' Association

C29/60 Whereas; most extra-curricular activities take place outside regular school hours and are supervised by teachers beyond regular working time, and

Whereas; such supervision of extra-curricular activities by teachers should be voluntary,
BE IT RESOLVED, that the teachers of the school concerned shall decide whether they participate in or sponsor any particular extra-curricular activities.

C30/60 Whereas; we approve increased local autonomy for schools and school systems through accreditation, and

Whereas; the criteria for accreditation are of vital concern to teachers,

BE IT RESOLVED, that the Association be represented on any committee or other body set up to determine criteria for accreditation.

C31/60 **BE IT RESOLVED**, that policy resolution 4.01 be amended as follows—

(a) by substituting for section 4: "The terms of reference of the General Curriculum Committee should be:

(a) to consider reports from the Minister and from other curriculum committees,

(b) to coordinate the work of the other curriculum committees,

(c) to review proposed curriculum changes and estimate public reaction toward them,

(d) to initiate proposals with respect to needed curriculum changes and convey these to the Minister, and

(e) to advise the Minister of Education regarding the

aims and objectives of public education.";

(b) by amending subsection 7(c) to read: "by printing the 'Official Bulletin' of the Department of Education to acquaint teachers of proposed changes and developments well in advance of effective dates."

C32/60 **BE IT RESOLVED**, that we endorse in principle recommendations 15, 16, 17, 18, and 19 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—

"BE IT RESOLVED, that it be desirable:

(a) that the curriculum authority of the Department of Education be limited to matters of course objectives and minimum content in the basic subjects at the various grade levels;

(b) that instruction in education methods be reserved for teacher education, and that the choice of methods (including organization for teaching) be a prerogative of teachers;

(c) that curriculum guides provide a clear statement of the content basic to each course, and specify a source of this content together with minimum materials, equipment, facilities, and library;

(d) that authoritative publications such as curriculum guides, through which the Department of Education may formally support non-authoritative views in many aspects of education, be separate from those of a service nature; and

(e) that the general nature of

the curriculum be so conceived as to provide appropriate differentiation at all grade levels.

C33/60 **BE IT RESOLVED**, that we endorse in principle recommendation 20 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—

“**BE IT RESOLVED**, that schools and school systems designated as accredited be granted increased autonomy in matters of curriculum.”

C34/60 **BE IT RESOLVED**, that we endorse in principle recommendation 24 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—

“**BE IT RESOLVED**, that curriculum subcommittees be representatively constituted of teachers, public education officials, and non-public education personnel who are specialists in the subject field.”

C35/60 **BE IT RESOLVED**, that we endorse in principle recommendations 29 and 30 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—
“**BE IT RESOLVED**, that:

- (a) a minimum of ten years of education be held desirable for those pupils who by ability and disposition are not likely to proceed further; and
- (b) terminal programs of at least one year, and preferably two, be devised for pupils in the above category—who will leave school at age 16 or at the end of Grade X, whichever comes sooner.”

C36/60 **BE IT RESOLVED**, that we endorse in principle recommendations 5, 6, 13, and 14 of the Royal Commission on Education in Al-

berta and approve the following resolution as Association policy—

“**BE IT RESOLVED** that:

- (a) better ways and means be developed to control and stabilize examination standards;
- (b) intensive study be afforded the length of examinations and the appropriate use and balance of various types of questions which comprise departmental examinations;
- (c) each school system secure the services of a competent person in testing and measurement; and
- (d) a Bureau of Tests and Standards be created in the Department of Education to facilitate the development of standardized tests, to upgrade local testing programs, and to sample and maintain continuous records of achievement in crucial subject areas throughout the whole school system.”

C37/60 **BE IT RESOLVED**, that a study be made of the desirability of conducting Grades IX and XII examinations.

C38/60 **BE IT RESOLVED**, that we endorse in principle recommendation 274 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—

“**BE IT RESOLVED**, that the Department of Education be requested to establish an office of standards, statistics, and information to accumulate facts about schools, pupils, and examination results.”

C39/60 **BE IT RESOLVED**, that a central registry for teachers be set up to accumulate facts about their teacher education, years of experience, subjects taught, grade placement, and the like.

C40/60 **BE IT RESOLVED**, that we endorse in principle recommenda-

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tions 275, 276, 277, and 279 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—

"BE IT RESOLVED, that:

- (a) the Government of the Province of Alberta provide the legislative authority to constitute on a formal basis a revised and re-constituted Alberta Committee on Educational Research;
- (b) plans be made by the Government of the Province of Alberta and by the University of Alberta to provide more adequate space and equipment for educational research;
- (c) provision be made in the annual university budget for adequate research staff, and
- (d) the Government of the Province of Alberta make provision for the necessary capital and operating grants on a basis similar to that used for the Research Council of Alberta."

C41/60 Whereas; we have always considered the quality of the teacher as the most important factor in the improvement of education, and

Whereas; experience elsewhere has proved that the "high standards" approach to teacher education has had a beneficial effect on both the quality and quantity of teachers, and

Whereas; the majority report of the Royal Commission on Education in Alberta also recommends the "high standards" approach to teacher education,

BE IT RESOLVED, that policy resolutions 13.20(4) and 17.04 be reaffirmed, and further

BE IT RESOLVED, that we endorse in principle recommendations 131, 133, 134, 136, and 146 of the Royal Commission on

Education in Alberta and approve the following resolution as Association policy—

BE IT RESOLVED, that

- (a) proficiency in both oral and written English be stressed in teacher selection and in teacher education;
- (b) serious study be given to the possibility of including non-academic factors (such as character, personality, health) in the process of selection; and
- (c) major authority and responsibility for selection and screening be vested in the Faculty of Education.

C42/60 Whereas; we consider it desirable for teachers to improve themselves professionally while in service,

BE IT RESOLVED, that policy resolution 4.01(8) be reaffirmed, and further

BE IT RESOLVED, that we endorse in principle recommendations 141, 142, 143, 144, and 145 of the Royal Commission on Education in Alberta and substitute the following resolution for policy resolution 12.01—

"BE IT RESOLVED, that voluntary inservice education for teachers be encouraged and assisted."

C43/60 **BE IT RESOLVED**, that we endorse in principle recommendation 155 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—

"BE IT RESOLVED, that the Association have jurisdiction over the competence, ethics, and certification of its membership."

C44/60 **BE IT RESOLVED**, that the third "Be It Resolved" of policy resolution 4.03 be amended to read—

"BE IT RESOLVED, that curriculum resolutions submitted before September 30 in any year be referred to The Alberta Teachers' Association Curriculum Commit-

tee by the Executive Council for report at the Annual General Meeting of the following year, and that curriculum resolutions submitted after September 30 and prior to December 31 be referred through the Annual General Meeting after discussion but without amendment to the Executive Council for referral to The Alberta Teachers' Association Curriculum Committee."

C45/60 **BE IT RESOLVED**, that this Annual General Meeting approve of the construction of a new Barnett House.

C46/60 **BE IT RESOLVED**, that when, for the purpose of assigning administrative duties, the definition of "school" is not acceptable to The Alberta Teachers' Association, the matter be subject to discussion between the school board concerned and the local teachers' association, and further,

BE IT RESOLVED, that, if such discussion does not lead to settlement satisfactory to both parties, a grievance procedure be instituted as provided in *The Alberta Labour Act*.

C47/60 **BE IT RESOLVED**, that the formation of specialist councils be approved for the purpose of improving practice in the various specialties.

C48/60 Whereas; it is practice to permit applicants for Letters of Authority to be in charge of a classroom before the Letter of Authority is issued, and

Whereas; such action violates Section 331 of *The School Act*,
BE IT RESOLVED, that the Department of Education be urged to instruct its superintendents to cease such practice forthwith, and further

BE IT RESOLVED, that local associations, in whose areas such practice occurs, make the strongest representation to the school board concerned to discontinue this practice.

C49/60 Whereas; professional teachers have a wide range of levels of certification, and

Whereas; policy favoring higher standards leading to teacher certification appears to be gaining favor with the government and general public, which could lead to the application of economic sanctions beyond those at present approved by the Association, and
Whereas; a gradual approach to these higher standards must safeguard the professional rights granted at the time of certification,

BE IT RESOLVED, that we favor only those economic sanctions which apply to teachers whose date of certification is subsequent to the effective date of the collective agreement which first specifies the sanction.

C50/60 **BE IT RESOLVED**, that Association policy be opposed to the expenditure of public funds for either direct or indirect support of private schools duplicating educational services offered by public schools.

C51/60 **BE IT RESOLVED**, that the Alberta School Secretaries Association be supported in requesting the Department of Education to design, print, and issue a teacher record book to contain experience and qualifications data for use in computing a teacher's salary.

C52/60 **BE IT RESOLVED**, that the following resolution, as policy resolution 11.01, be substituted for resolutions 11.01, 11.02, and 11.03 —

"**BE IT RESOLVED**, that pensions for teachers be:

- (a) paid from a fund which is actuarially sound,
- (b) calculated to include those years of teaching service prior to age 30,
- (c) provide for recognition of service in other provinces of Canada by reciprocal agreement, and

- (d) provide improved death and disability benefits."

C53/60 **BE IT RESOLVED**, that the following resolution, as policy resolution 11.02, be substituted for resolutions 11.04 and 11.05—

"**BE IT RESOLVED**, that all pension resolutions submitted by local associations for consideration by the Annual General Meeting be:

- (a) accompanied by a statement expressing reasons for submission and, if possible, supporting data, and
- (b) referred by the Executive Council to The Alberta Teachers' Association Pension Committee for investigation and report, and the Executive Council shall thereupon submit a progress report to the same Annual General Meeting for recommendation of the next Annual General Meeting."

C54/60 **BE IT RESOLVED**, that short-term policy resolution S18 be amended by replacing all the words after the words "circumstances should" with the words "the teachers' account fund be used to pay pensions except by regular and lawful transfer to the Teachers' Pension Reserve Fund."

C55/60 **BE IT RESOLVED**, that short-term policy resolution S19 be deleted from Association policy.

C56/60 **BE IT RESOLVED**, that short-term policy resolution S24 be deleted from Association policy.

C57/60 **BE IT RESOLVED**, that short-term policy resolution S21 be amended to read:

"**BE IT RESOLVED**, that the Board of Administrators, Teachers' Retirement Fund be requested to amend its by-law, so that provision will be made to grant every teacher retiring in the future credit for all the years he has taught in Alberta between

the ages 30 and 68 without respect to gaps in service, and further

BE IT RESOLVED, that the Board of Administrators, Teachers' Retirement Fund be asked to amend By-law No. 1 of 1948 by deleting the deadline and conditions of employment from Section 4(a) (ii)."

C58/60 **BE IT RESOLVED**, that immediate action be taken to increase the pensions of those teachers who retired prior to July 1, 1959.

C59/60 **BE IT RESOLVED**, that section 5 of policy resolution 4.01 be deleted and the remaining sections renumbered accordingly.

C60/60 **BE IT RESOLVED**, that the following resolution be substituted for policy resolution 7.01—

"**BE IT RESOLVED**, that federal aid for education be provided with autonomy in education guaranteed."

C61/60 **BE IT RESOLVED**, that policy resolution 10.06 be deleted from Association policy.

C62/60 **BE IT RESOLVED**, that the following resolution be substituted for policy resolution 13.07—

"**BE IT RESOLVED**, that the Department of Education be asked to amend *The School Act* to provide that:

- (a) all dismissals and termination of designation be subject to appeal to the Board of Reference;
- (b) a school board may terminate contracts or designations at any time, except in July or August, by giving 30 days' notice in writing, but subject to appeal to the Board of Reference;
- (c) a member of a school staff may terminate a contract or designation with a school board at any time, by giving 30 days' notice in writing, but subject to appeal to the

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- Board of Reference, except for notice given in the months of June and July, and
- (d) all proposed transfers of teachers, not mutually agreed upon be subject to appeal to either a committee of the school board and the local teachers' association, or to a neutral body where all evidence is heard under oath and subject to cross-examination."

C63/60 **BE IT RESOLVED**, that policy resolution 13.13 be amended by replacing the words "to enter into" with the words "to continue".

C64/60 **BE IT RESOLVED**, that policy resolution 13.14 be deleted from Association policy.

C65/60 **BE IT RESOLVED**, that policy resolution 13.20 be amended as follows:

- (a) by substituting the following for section 1—
"Adequate grants in aid of education to include:
- (a) the principle of equalization,
- (b) recognition of teacher qualification and experience,
- (c) the cost of transportation in centralization,
- (d) construction of school buildings and residences,
- (e) incentive grants for initiating worthwhile educational services";
- (b) by amending section 6 to read—"The right to appeal to the Board of Reference in all cases of dismissal, termination of designation or transfer."

C66/60 **BE IT RESOLVED**, that policy resolution 15.01 be amended as follows:

- (a) by adding the following words to subsection 1(b):
"evaluation of such professional education to be

carried out by the University of Alberta";

- (b) by deleting subsection 1(e);
- (c) by deleting the words, "the superintendent", from section 5;
- (d) by renumbering the present section 22 as section 26 and adding the following new sections—

"22. Provision for negotiation concerning non-hour supervision."

"23. Provision for negotiation concerning extra duties and responsibilities."

"24. Provision for a group insurance program, including life, sickness and accident, and medical costs to be shared by board and teachers."

"25. Provision for transferability and transportability of teaching service."

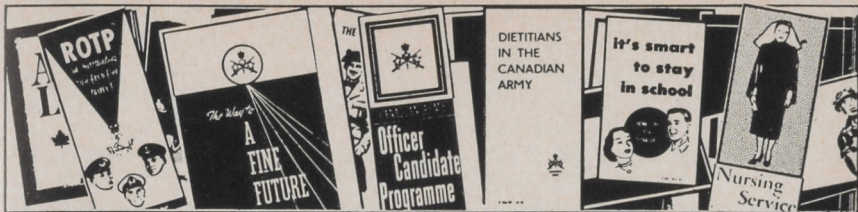
C67/60 **BE IT RESOLVED**, that the following resolution be substituted for policy resolution 15.03—

"**BE IT RESOLVED**, that teachers who take legal strike action or who are subjected to lock-out receive at least 40 percent of salary during such strike or lock-out, if the strike or action leading to such lock-out has the approval of the Executive Council of The Alberta Teachers' Association."

C68/60 **BE IT RESOLVED**, that policy resolution 15.08 be deleted from Association policy.

C69/60 **BE IT RESOLVED**, that policy resolution 16.02 be amended by replacing the words, "using the \$5,000 previously appropriated from current revenue", with the words "increasing the appropriation in the professional assistance fund to \$15,000".

C70/60 **BE IT RESOLVED**, that policy resolution 17.03 be reaffirmed.



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PAMPHLETS

1. Dietitians in the Canadian Army.
2. The Way to a Fine Future - Soldier Apprentice Program.
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Education — Key to Survival

(Continued from Page 10)

a steep decline in our lifetime is about right." The problem facing the Western World is that most of the poor of the world are in the East, and to them Russia, and not the West, offers the hope of doing something about it. The spectacular success of Russian and Chinese industrialization is what the underprivileged peoples of the world have noticed. It took the Russians 40 years and it looks as if it will take the Chinese about half that time.

Apparently the technical problem of industrializing a country is not nearly as difficult as we have believed. All China needs are scientists and engineers and technicians. China is getting such personnel by gearing its educational system to that urgent need. There is no getting away from it. It is technically possible to carry out the scientific revolution in India, Africa, Southeast Asia, Latin America, and the Middle East within 50 years. Since the gap between the rich countries and the poor can be removed, it will be. If we of the Western World are incapable either of goodwill or enlightened self-interest in this massive economic struggle in the Eastern World, we can be sure that these peoples will win their struggle in any case. And as they win, it will be to the accompaniment of war and starvation and monumental ill will for the West.

The choice we still have in the Western World is: are we prepared to invest the capital it will take to train many more thousands of scientists and technicians to the point where we can increase our own productivity, to the point where we have no poor of our own? Are we prepared to train the economists, social scientists, and the thinkers and philosophers who can devise the means of equitably distributing the abundance our society is capable of producing? And when we have done this for our own people, are we prepared to train thousands more people to send to Asia, to Africa, to the Middle East, and to South America to help those people raise their

standard of living? If we don't, others will.

They can and will

Some of you may have seen on the television program "Tabloid" a few nights ago, the labor leader from Kenya—Tom Mboya. Here was a man born 40 years ago in the mud hut of a sisal worker, who was educated in mission schools and received a colonial government scholarship to go on and spend a year at Oxford. He spoke of the aspirations of his people in measured tones and with tolerance and understanding. Everyone who met Tom Mboya was tremendously impressed with him—with his sincerity, his tolerance, his conviction, and his personality, and above all with his relentless determination. He spoke of his friendship with Kwame N. Krumah, the Prime Minister of Ghana, and of their dedication to the principle of equality for the black man in his own country. The other afternoon we had in our gallery in the Senate the Minister of Labor from Trinidad, another black man. He, too, is educated and determined to seek for his people emancipation from hunger and disease and over-crowding. There are thousands more like these men—educated, to the everlasting credit of the British colonial service, and dedicated to the proposition that what the Russians have done in raising the standard of living of their people, what the Chinese are now doing, and what the Indians are beginning to do, they can and will do, too.

The determination of these people, in every one of the so-called underdeveloped countries, to use the scientific revolution to raise the status and standard of living of their peoples, is fascinating and almost frightening when set against the apathy, inertia, and frivolity of our own people. For these "have-not" people, just as it was to the Russians 40 years ago, education is the magic key which will open the door to a new world and they are determined to use it.

Where do we go?

Having examined the climate of the scientific revolution in the broad sense of its challenge to us, some assessment of our own Canadian national balance sheet with respect to education may be in order. Among the assets we can include—

- We live in one of the richest countries in the world. Our resources and our wealth potential as a nation are the envy of the world.
- We have a people who have demonstrated a capacity for hard work under stress of national emergency such as during the war.
- We live in a free society where each individual is free to work, worship, express himself, and vote, as he pleases.
- We have a system of justice which is among the best in the world.
- We have voluntarily provided a system of social security which assures everyone food, clothing, shelter and medical care through sickness, disaster and unemployment.
- We have compulsory free education for everyone up to 15 years of age, free high school education for those who wish to take advantage of it, and a system of university education in which the state bears the major share of the cost.
- We have a standard of living that is among the highest in the world.

On the negative side of the balance sheet as far as education is concerned the factors included have their roots in the community attitudes of our people such as—

- An increasing concern with social security—a belief that society owes the individual a living.
- A lack of discrimination between what is good in literature, films, radio, and television, and what is bad.
- A standard of values which lays undue stress on material possessions as the symbol of success.
- A lack of appreciation on the part of too large a proportion of the population of the importance and necessity

of a high standard of educational achievement, characterized by an acceptance of substandard teachers who must inevitably turn out a substandard product.

- An over-preoccupation with interests, needs and social adjustment in our educational system which has led to a five-and-ten cent type of education with a little something for everybody but too little concern with fundamentals and substance.
- A lack of emphasis on self-discipline and an over-concern with shortcuts and the easy way.
- A lack of emphasis on scholarship and quality.
- A debasing quality and lack of standards of much of the mass media programs in magazines, radio, films, and television.

The foregoing tend to influence people in favor of what is mediocre and shoddy rather than what is challenging and good. Robert M. Hutchins says it is the democratic dilemma that we believe that we must educate everybody, while at the same time we seem to be convinced it can't be done. He says this accounts for the emphasis in our educational system on interests, needs, and adjustment, to the relative exclusion of emphasis on the broader meaning of life that comes from the study of literature, history, and philosophy. Yet the object of education for all should be the same. The dull, as well as the bright, have the right to the development of their minds to the limit of their possibilities. This means that all students, regardless of their level of intellectual capacity, should be offered a basic core of subject matter in English language, literature, mathematics, science, and the social studies of history, geography, and civics, at a level and at a speed geared to the capacity of the individual. In other words, if democracy is to be effective and if it is to survive, everyone must have some understanding of the duties and responsibilities of citizenship whether he is going to be a service station operator, a clerk, or a lawyer. Hutchins goes on:

If education ever was important, it is important now. It seems useless to hope that democracy can survive unless all the people are educated for freedom. When oligarchies ruled the world, as they did until well into this century, only their education mattered. Since then the rule of the people has become a reality as we have moved into the most precarious of all periods in history. We are now equipped for the first time to erase humanity from the face of the earth. If every man is to be a ruler, every one must have a ruler's education. Mass stupidity can now mean mass suicide.

Hutchins wrote this in 1955. I suspect he might modify some of his thinking if he were to rewrite it today, but not his basic tenet that if democracy is to survive it can only do so on the basis of a highly literate and informed citizenship. The mechanic or the doctor or the engineer cannot be an effective citizen unless he has some acquaintance with the history of civilizations, with the best ideas and philosophy of the ages, and all citizens must be able to relate these ideas to a knowledge of the scientific revolution of today.

The scientific revolution has given the "have-not" peoples of the world the key to raise their standard of living and they will do so just as we have done, only they will do it in 20 to 30 years where we took over 100.

What can we learn from this?

It is only useful to prepare a national balance sheet for education if we are prepared to accept the lessons that the balance sheet has to offer. I suggest to you that in specific and concrete terms, the stocktaking of Canadian education which has gone on in these last few years has provided us with some startling facts—

- We are living in the most revolutionary period in world history in which the rate of change is far more rapid than in any previous age. The Russians have demonstrated that in a period of 30 years an illiterate society can be so changed by education as to bring a nation from a state of technological illiteracy to the forefront of industrial power.
- The so-called underdeveloped and underprivileged countries know that the tools of the scientific revolution can be utilized to revolutionize their

standard of living in a period of 25 years. They are determined to train their people to achieve this economic revolution.

- The powerful incentive of a better life, a greater increase of material prosperity for all would make almost universal, among the "have-not" nations of the world, the will to achieve an economic utopia. This massive determination will undoubtedly enable these nations to realize their ambition in a much shorter time than we required.

- We do not have the same incentive.

Because we have used the scientific revolution to gain one of the highest standards of living in the world, our task now is to find the incentive to go beyond our present material prosperity to win spiritual, artistic, and intellectual success. This should be the goal of our artistic and scientific culture. This should be the incentive which drives our people as remorselessly as the economic incentive drives the Eastern World. We can achieve this goal if we—

- ✓ Emphasize continuously by every means that education is the most important single activity which engages democratic people. It is the prime requisite to make democracy work. Without education and understanding, democracy cannot work and will inevitably fail as other systems have failed.
- ✓ Believe that the education required to make democracy work is not just any kind of education, but is an education that disciplines the mind and enriches the spirit. It must put much more emphasis on a knowledge of history and literature and philosophy than anything we have had before. People must be educated for perspective and judgment and in tolerance and understanding. In short, these are the subjects which must act as the catalyst between peoples and nations. Today we must understand and cooperate and live together, or perish.
- ✓ Train our scientists thoroughly in mathematics, physics, and chemistry

- and in the new science of electronics and power, because these are the tools which enable us to maintain our present material success and enable us to go on to conquer new challenges in the future. But we must also train them in an appreciation of the arts and humanities.
- ✓ Train people to be bilingual and multilingual because we can no longer live in isolation from our fellow man, either physically, culturally, or spiritually.
 - ✓ Believe that to provide this quality of education we must have teachers who are thoroughly and professionally trained. They must know a great deal more of philosophy, history, art, science, mathematics, and language than they are required to teach. They must be carefully selected with emphasis on character, intellect and the ability to communicate. They must be paid a salary commensurate with the training required and competitive with other professionally trained people. A system of rewards for outstanding performance must be part of our accepted responsibilities.
 - ✓ Believe that teachers must have status in the community. Our teachers must be respected for their vocation, their scholarship, their dedication to the improvement of our society. They must have deep concern for the spiritual and intellectual life of their communities and nation.
 - ✓ Believe that to achieve the quality of education necessary we must have school boards and citizens who realize that education is the most important single task facing our country. Our citizens must have a sense of values which is discriminating and selective — which knows the good from the bad, the shoddy and superficial from the solid and real.
 - ✓ Believe that quality is vital and that to achieve quality we need hard work, self-denial, and discipline.

If we of the Western World accept these obligations and undertake them with energy, with imagination and skill, democracy may survive. If we are not prepared to do these things, democracy—the government of consent—will perish. Education is the key to survival.

"Fail to Honor People"

(Continued from Page 21)

some cases, as in a small school system, there may be no one between the principal and his school board. Great caution should be exercised in this situation, as school boards, though they have the right to request qualitative judgments of teachers from the principal, are generally lay people. The principal will be wise under these conditions to be extremely careful of the nature of his criticism for fear of misinterpretation by board members of what he says. He must also insure that his statements and actions before the board do not destroy his colleague relationships with his staff. This is an ex-

tremely delicate position for the principal, but it can be handled with tactfulness and wisdom.

The leadership qualities needed in the supervision of other professionals are perhaps best summed up in *The Ways of Life According to Laotzu*, (the American version)—

A leader is best
When people barely know that he exists;
Not so good when people obey and proclaim him;
Worst when they despise him.
Fail to honor people,
They fail to honor you.
But of a good leader
Who talks little,
When his work is done
And his aim fulfilled,
They will all say,
"We did this ourselves".

NEWS FROM OUR LOCALS

News from Beaverlodge-Elmworth-Wembley Sublocal

At the January sublocal meeting held in Elmworth, members of each school showed one or two filmstrips which the teachers had found to be useful. Lists of constructive filmstrips were exchanged. The teachers also agreed that copies of *The Alberta Journal of Educational Research* should be secured and studied with a view of taking out several subscriptions. Councillor David Noel reported on the previous local meeting and gave details of the Education Week rally and tea to be held in Grande Prairie at which Past President Inez K. Castleton was invited to speak.

Mrs. Dorcas Dalglish was elected at the February meeting as sublocal representative at the Education Week rally. Teachers present discussed convention arrangements. Suggestions for improvement of conventions showed that elementary teachers favored more model classes and demonstrations; junior high teachers felt that model classes in their grades were not true to life. An address by a psychiatrist on aspects of problem children in the classroom was suggested. A majority preferred that conventions be held on Thursday and Friday, and a number wished to have them in the late winter rather than in the fall. E. R. Dale, a social studies teacher in the Grande Prairie High School who comes from Jamaica showed slides of the islands of the Caribbean.

"Rekindle the desire for new experience"

Speaking on the topic, "The Educational Aspects of Travel", Jeannette Besier, guest speaker at the February meeting of the Camrose City Sublocal, said that to her, education consists of the development of the dormant qualities of the in-

dividual. Small children seem to know this instinctively because they are always ready to take off on new experiences, and the problem in school is to rekindle this desire for new experience. There was no satisfaction in travel, Miss Besier said, unless the mind and body are active. Today's traveller might as well be a package if he is whisked around at terrific speed without time to discover other people and other ways. This discovery is the experience that enriches the mind and does something for the soul. Miss Besier was introduced by President H. Irving and thanked on behalf of the teachers by Rudy Spennrath.

During the business meeting the teachers heard a report regarding the previous meeting's discussion of classroom problems. It was announced that Superintendent J. R. S. Hambly would address the April meeting on the gifted child.

Dickson-Markerville Sublocal news

Eight visitors from Caroline and Crammond Schools were welcomed to the regular February sublocal meeting held in the Spruce View School. Mrs. Marie Sveinson presided in the absence of the president. A report was given by Mrs. Grace Mewha, councillor, on the plans for the Education Week ceremony in Red Deer. Elmer Kure, Dave Pearson, and Cliff Gremm were to attend the ceremony as representatives from the area. It was announced that the Spruce View School's annual festival would be held during Education Week. Mrs. Scott Murphy, with the aid of teachers of Grades I to VI, led an art demonstration.

TV programs discussed at Didsbury

Television programs in the classroom were the subject of discussion by members of the Didsbury Sublocal at their regular meeting on March 3. Reports

were made by Herbert Stiles on the trip of 56 students to the legislature on February 24 and by Miss Olsen on the work of the convention committee. Appreciation was expressed to Mrs. Grace Banta for her work as lunch convener; the new co-conveners are Miss Brown and Mrs. Hazel M. Youngs. Members enjoyed an illustrated talk by Mrs. Margaret Clayton on her trip to Phoenix, Arizona.

History comes alive at Irma

Members of the Irma Sublocal heard Allen Ronaghan give a paper on "The Dominion Telegraph and its Part in the Development of our Country" at the sublocal's regular February meeting. Mr. Ronaghan showed that the original telegraph line, which passed through the country about 18 miles north of Irma, had played a key part in both national and regional development. The old telegraph line and other topics of historical interest provided an interesting discussion period.

Track meet plans made by Lethbridge Northern

The major part of the March meeting of the sublocal concerned the coming track meet. By a slim margin, a motion was passed to have the inter-school track meet held in May. An appointed member from each school and Chairman George Hanna comprise the committee. Howard Blois, sublocal representative to the institute steering committee, chaired an interesting workshop to discuss the last institute and solicit suggestions for the next.

Lethbridge District Local sports news

Twelve rinks from the Lethbridge District Local gathered at the Picture Butte Curling rink for an all day bonspiel on March 5. Each rink curled three eight-end games. First place went to the W. C. Macklon rink. The K. W. Bride rink took second place, with the Moshurchak rink capturing third spot. The Patterson rink won special honors by scoring the highest end.

New local formed at Smith

Smith has formed a new sublocal with the following officers: William Hula, president; Mrs. S. A. Cole, vice-president; Miss M. Villeneuve, secretary; Mrs. G. M. Earl, press correspondent; and Miss A. O'Dwyer, local representative. The sublocal has undertaken a language program. To form a basis for a standard, requests for uncorrected language story samples in Grades II to VI were made to other Alberta schools. These will be graded by the teachers in the two elementary groups—the primary with Mrs. G. M. Earl as chairman and the secondary with H. Petryk as chairman. After a grading standard has been reached, the teachers will use the results to increase the efficiency of their own language teaching. Smith School has a free writing program underway, based on the theory suggested by the book *They All Want to Write*, by Burrows, Ferebee, Jackson, and Saunders. Results of reading tests have also been under discussion with suggested procedures for teaching the skills in which pupils were weakest.

Myrnam Sublocal captures honors in bonspiel

The Two Hills School Division annual bonspiel proved to be a successful event when the five centres—Willingdon, Hairy Hill, Two Hills, Derwent, and Myrnam—participated in a one-day 'spiel. The Myrnam rink, skipped by Frank Shymko and with Tony Lynkowski, third; Peter Karbashewski, second; and Mrs. Julia McMillan, lead, captured the Podeluk trophy put up for competition for the first time this year. The Podeluk families have given the Two Hills School Division over 100 years of faithful teaching service and donated the trophy to commemorate this record. Nick Olynyk and his rink from Two Hills were a close second.

Cameron report discussed at Vauxhall

Major feature of the January 18 meeting of the sublocal was a discussion of several topics of the Cameron report. It

was announced that detailed study of the report will be one of the objectives of Vauxhall home and school meetings in the near future. The teachers also made plans for sharing in the preparation of the usual school exhibit at the Vauxhall annual Agricultural Fair. A brief discussion took place on the problem of noon supervision.

Report from Vulcan Local

Business dealt with at the regular monthly meeting of the Vulcan County Local in January included plans for a teachers' bonspiel and the report of the conference committee's meeting with the County School Committee. A debatable point during the meeting was whether principals and vice-principals receive enough remuneration for their administrative duties. Health insurance was also discussed, and a motion was passed requesting the University of Alberta to

offer a university credit course in the area. Prior to the meeting the teachers were able to see the latest in school plant as they toured the new elementary school in Vulcan. The school was officially opened on February 5 by Rev. Peter Dawson, MLA.

News from Viking-Kinsella

Eighteen teachers attended the regular meeting of the sublocal on February 15. Earl Kindley, representative to the Holden Local, reported on the local's February meeting. His report covered the work of the pilot project committee, the ATA bonspiel, the pre-school conference proposed for August 31 and September 1, and the suggestion that membership in MSI be a condition of employment. The teachers also discussed the advantages and disadvantages of screening as applied to the school situation.

Changing Philosophies of Education

(Continued from Page 18)

Dewey also had very little time for religion, organized or unorganized. He did not believe in what are usually called spiritual values. Although he subscribed to a rather austere personal morality, it did not rest upon religious belief. Morality for him was relative to society. The best morality emerged from the best society, that in which the barriers to the expression of intelligence had been destroyed. For these reasons, I am frequently amused when I listen to educators who are conservative politically and strong church members, expressing Deweyite ideas. Dewey's philosophy is not at its best internally coherent; it becomes less so if we do not share his social and religious attitudes.

It may have been the high social content of Dewey's philosophy which led some progressive educators to look elsewhere for theoretical support. They found it in the earlier ideas of Rousseau and Froebel, and may be considered as belonging to the romantic wing of progressivism. They regarded child nature

as being essentially good. It was therefore the duty of parents and educators to interfere as little as necessary with "natural" development. This is an important observation since although this approach is sometimes attributed to Dewey in popular publications, he could not have held such views. For him, child nature was morally neutral, free of the guiding force of habit. Impulse could follow any path. This branch of progressivists obtained more contemporary support from Stanley Hall and Sigmund Freud. Hall popularized the theory that children, as they grow up, recapitulate racial experience. Clearly, as they do, they must sometimes engage in anti-social conduct. The romantic progressivists claimed that we must allow them to be anti-social, if they are to become acceptable citizens of modern society. This group have also leaned for support on the findings of Freudian psychoanalysis. Freud showed how warped personalities could result from the abnormal repression of natural drives, so the romantic progressivist borrowed his ideas to

justify a system of education which encouraged the uninhibited expression of native impulses.

Some of the progressivist texts I have read appear to owe more to romantic progressivism than to John Dewey. But, if we really want to come to grips with progressivism, we have to analyze Dewey's theories critically. There have been some excellent and well-intentioned people among the romantics; but their theories do not stand up to a moment's examination. This does not necessarily mean that their practices are wrong; but the validity of these practices must be submitted to the test of objective experiment.

No talk on progressivism would be complete without some consideration of the role of William Heard Kilpatrick. If Dewey was the prophet of the progressivist movement, then Kilpatrick was his chief apostle. But Kilpatrick distorted the master's message.

Kilpatrick is an interesting character in his own right. His biographer refers to him as the "biggest box-office attraction in education". His students at Teachers College, Columbia University paid the University over \$1,000,000 in fees, which was accounted as a record for any professor. During his great days he was a frequent speaker. Writing in his diary he noted: "My regular charge became \$1,000 and all expenses." Kilpatrick developed a strong animus against the scientific approach to education. Perhaps this was not unconnected with some of his later experiences at Columbia. In his diary he noted (around 1930): "Twelve years ago every candidate (almost) for the doctor's degree studied with me. Now 'science' has become militant."

His biographer observes "many of the brightest and ablest students of the college shied away from his courses; they were concentrating on courses in educational philosophy, administration, and technical aspects of testing". He seems to have been remarkably unself-critical. Writing rather bitterly of the slight decline of his influence, he explains it by saying, "I think it is a factor—there has

been a moral decline since March, 1918."

One of the essential functions of Kilpatrick in the development of progressivism was to endow it with a new and emotionally-tinged vocabulary. Where Dewey's dry, stilted, intellectually honest prose is far from inspirational, Kilpatrick's provided the necessary new terms. Some examples are: "rich, meaningful learnings," "the whole purpose of life is to create an ever-better, ever-richer, ever-finer living and social environment for living". "Books as the beginning and end of education are a sterile and meaningless kind of education that shrivels up life, and denies all that is good and creative in an ongoing, pulsating, creative life." "Education is good when life is continuously made richer and richer and richer." "Certainly in such a school there is not likely to develop the enthusiastic, zestfree, joyous activity."

Anyone who tries to present an objective approach towards educational theories and practices must question the value and indeed the legitimacy of such phraseology. Its use by Kilpatrick signifies a lack of respect for objectivism in education. These are witch-words, designed to educe a positive emotional response from the reader. Obviously no one is going to oppose an education which leads to a better and richer and fuller life. But the questions which should really be asked are: "Can we define what we mean by "better" and "richer" and "fuller"? and, if we can, does this education in fact produce these effects?" Kilpatrick's notion of the kind of education which was best designed to lead to a better life appears more limited than Dewey's. I quote from his biographer a short extract where he is estimating Kilpatrick's influence. "The writer has seen a class of 600 and more graduate students in education, comprising teachers, principals, and superintendents, vote their opinion in overwhelming numbers that Greek, Latin and mathematics offered the least likely possibilities for educational growth and with almost the same unanimity they placed

dancing, dramatics, and doll-playing high on the list in this regard." I do not know what Dewey would have thought of this, but, while he may have regarded skittles as being as good as poetry, I hardly think he would have claimed that it was better. My own feeling is that Kilpatrick must be held directly responsible for some of the excesses of progressivism. His influence encouraged a woolly-mindedness in educational thinking which is still with us.

Progressivism is still a living issue, even in this province. I have tried to show you what it is, and how it has developed, in as unprejudiced a way as I could. I thought this might be valuable for you. Some very inaccurate and biased estimates of progressivism have appeared in recent years, and I should like you to have the facts at your disposal before you make judgments, as sooner or later you must. I have no particular political or other axe to grind; my concern is the facts.

Let us sum up by saying that the theories underlying progressivist practices are of doubtful validity, and this is particularly true of the theories of the romantic progressivists. The Dewey concept of human nature may be accurate; but the acceptable psychological evidence we have seems to disprove that concept. In any case, traditionalist practices are as easily deducible from Deweyan theory as progressive practices.

Progressivism today

This does not mean that progressivism is to be completely discarded. Far from

it. My contention, which I have emphasized earlier, is that progressivists have to stop taking their stand on a corpus of inadequate theory, and submit their practices to experimental test. I would expect that as a result of such tests some practices would be rejected and others retained. There is no doubt that many of the things which happened in the traditional school were wrong and the progressivist reaction was necessary. Schools today are happier places because of progressivism—but the interminable progressivist-traditional argument has gone on long enough, and has now reached the stage where it is hampering educational advance. It is time to get down to cases.

You will expect me in conclusion to say something of my own approach. After praising philosophy to begin with, you may think that I have left little room for it to function in education. It is my view that science is on the point of taking over. More and more, education will be subjected to scientific appraisal. In a sense, Dewey has won, because I foresee experiment as playing a much more important role. But Kilpatrick has lost, because experiment will be of the hard-headed scientific type. Philosophy still remains important, because science cannot set aims and goals, and also because there are always areas where systematic speculation is the only way of seeking truth. What science does, however, is to define the limits of speculation, to determine whether given aims and goals are practicable, if indeed possible. I myself like to think of education, ideally, as being directed to the production of free and rational men. If you ask me to define my terms, I reply with the old Hegelian doctrine: freedom is the knowledge of necessity; and the man who is free in this sense is also rational. There may be several ways of achieving this educational goal without being dogmatic about any one way. And it may be that this is an impossible goal for all to attain. But the goal is not an impossible aspiration of man in society, and education ought to be planned so that the aspiration may be furthered.



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Edmonton, Alberta

July 4 to August 13, 1960

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- A substantial portion of course content must be mastered before the session opens. A test covering this assigned study will be held during the first week of the Session.
- The deadline for registration is April 30.
- Students who complete advance registration not later than March 31 will be granted a reduction in tuition fees of \$5 per course.

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Term commencing

September 6, 1960

Teachers will be required for rural schools, graded elementary schools, and high schools.

Application forms, salary schedules, and additional information may be obtained from:

HARRY THOMPSON,
Superintendent of Schools,
Box 2029,
Whitehorse, Yukon.

THE ATA NEWS BEAT

Meetings and Conferences

Dr. Clarke attended the Faculty of Education Council on March 1 and the Edmonton Public School Local Council meeting on March 4. All staff officers were present at a Finance Committee meeting, February 22, which was devoted to preliminary preparations for the 1960 budget. Mr. Ingram attended two meetings of a joint committee which is planning a seminar on educational television, and on February 24, held a library committee meeting. On March 3, he attended a meeting of the executive of the Alberta Education Council. Mr. Ingram has been busy lately completing arrangements for Education Week. Mr. McFetridge attended a meeting called by the Alberta Federation of Labour in Red Deer to protest proposed changes in labor legislation. Mr. Seymour attended five meetings in widely separated parts of the province concerned with collective bargaining at the conciliation commissioner, conciliation board, or bargaining agent level.

Regional Conferences

A series of regional conferences designed to discuss the problems of the Association with the membership was held throughout the province during February and March. The series was opened on February 6 when J. A. McDonald, E. J. Ingram, and W. R. Eyres met with executive members and other representatives of locals in Southeastern Alberta at Medicine Hat. Four conferences were held on February 20. H. C. McCall, Dr. S. C. T. Clarke, and E. J. Ingram led the discussion in Edmonton with representatives from the Edmonton District; F. Loewen and W. R. Eyres met with representatives from Edmonton City, with Dr. Clarke sitting in on the meeting part-time; D. A. Prescott, R. F. Staples, and F. J. C. Seymour led the discussion in Lacombe for Central West-

ern Alberta locals; and T. F. Rieger, A. D. G. Yates, and J. D. McFetridge conducted a session in Lethbridge for the Southwestern Alberta region. On February 27, three more conferences were held: A. J. Shandro, R. F. Staples, and E. J. Ingram at Vilna for Northeastern Alberta locals; E. J. Guertin, A. D. G. Yates, and W. R. Eyres at Falher for locals of Northwestern Alberta; and J. A. McDonald and J. D. McFetridge at Hanna for locals of Southeastern Alberta. The series was rounded off on March 5 with Mrs. J. Saville, H. C. McCall, and F. J. C. Seymour at Hardisty for the conference for Central Eastern Alberta, and N. P. Bragg, A. D. G. Yates, and J. D. McFetridge at Calgary with locals of Calgary District.

Among topics discussed were: the Cameron Commission report and its relation to ATA policies, structure of the ATA negotiating machinery at the local level, councillor redistribution, the question of the construction of a new head office building, credit union, pensions, reorganization of the Banff Conference, and the relationship of principals to the Association.

Executive members were of the general opinion that the conferences were again highly successful. Not only did they serve as a means of communication between the Executive Council and the membership but also to acquaint executive members of the reactions of the membership to the proposals discussed. Particular interest was evident in the matter of relationships of principals to the Association; there seems to be a general opinion that each needs the other. The matter of councillor redistribution brought a varied reaction from the meetings, but the general opinion seemed to be that the whole matter should be explored further before any action is taken. The importance of the

criteria for accreditation and the Cameron Commission recommendations about ATA responsibility for competence aroused considerable interest.

Board of Teacher Education and Certification

In order to deal with the Cameron Commission report's recommendations on teacher education the board appointed a sub-committee consisting of Dean H. T. Coutts, Dr. R. E. Rees, T. C. Weidenhamer, and Dr. S. C. T. Clarke to study the report and make recommendations to the Board. This committee met for a full day, February 15, and reported to the board at its meeting on February 23. The general area of concern was in increasing entrance standards into the Faculty of Education and in tightening up on regulations by which letters of authority are issued. In addition, the Board also considered again the problem of teacher education in junior colleges.

Grievances

Teacher-principal relationships figured in two disputes. In one instance, the principal complained about teacher behavior, and in the other instance, the reverse was true. In a third grievance, a teacher asked that a long series of dismissals be investigated. Another teacher com-

plained that he had been promised a salary based on six years of teacher education but his university evaluation gave him only five. Another teacher with a degree and a letter of authority complained that his salary as per the schedule because of the letter of authority was low. A long drawn-out salary grievance was finally settled. A principal called in to discuss whether he could be guaranteed the return of his previous principalship after a leave of absence.

Grievances consume a great deal of staff time, often necessitating trips to the area in which they occur.

Field Service

Dr. Clarke and President R. F. Staples have each been preparing and taping a radio talk for Education Week. Mr. Eyres spoke on pensions at Condor on February 15 and at Stettler on March 3. He also attended a meeting on March 4 (along with H. C. McCall and Mr. Seymour) with the Minister of Education to discuss pensions. Mr. McFetridge on February 15 spoke to the Edmonton Public school administrators (junior high school) on merit pay.

It should be noted that regional conferences occupied all staff officers and executive members in the period covered.

The Vistas Unfold

(Continued from Page 12)

must alleviate some tax-paying discomfort. But an upper class session in literature is something of a visitors' day showpiece.

Quite an innovation in educational circles is our new Educational Planning Commission, a five-man show with three members on full-time. It is autonomous, reporting once a year to the legislature. In its short years of existence it is lively enough, but no one knows if its intentions presage well or ill. Some say—those of the Cassandra streak—that it is Juggernautish, will flatten the last shreds of democracy in education. Others, hyper-

bolically of course, liken it to a quintumvirate of magicians, before whose benign gaze all vapors of ignorance, all clouds of indifference will be quite rolled away from the educational scene. There is considerable to be said on both sides. In any event, its terms of reference are to survey, assess, study, investigate, evaluate, anticipate, and to report upon all matters that determine, affect, or impinge upon any phase of education in Alberta. The members are to be well paid for their trouble.

But, after all, it is the remantled spirit of resolution, of mission, of purpose that lightens up our schools. They offer some-

thing to all pupils: to the bright, an intellectual training of a high order; to the mediocre, fundamental skills and occupational preparedness; to the handicapped, what their talents will stand. The schools have dampered their brief-time devotion to the cult of character and personality, preferring to leave these matters to the magic touch of pupil interest and effort, to the incidental administrations of sympathetic teachers, and to the homes. The schools continue in battle with the insidious distractions of commercial advertising and commercial entertainment, indefatigably, but to little avail. The homes are becoming better. The parents, having as children—with quacks, charlatans, and soft psychologists to support them—run roughshod over their tormented parents, are in turn less disposed to be child-ridden. The wheel is likely to turn, not full-circle, but at least half-way.

Philosophers are our friends. Even Kilpatrick — that much maligned and disparaged man—lovable and kindly by nature, awakened us painfully to the limitations of the traditional school from which all but the intellectually élite were glad to escape. He did the job of house-cleaning too thoroughly, threw out the baby with the bath, so to speak. But Dewey's sane teachings are heard, will be heard, when the over-enthusiasms of his disciples have faded away. Hutchins, the spokesman for hard intellectual training, is read with deference and admiration. Whitehead and Livingston speak to willing ears. And, running back in history, we share the vision with Froebel, suffer with Pestalozzi, romanticize with Rousseau, speculate with John Locke, and bear with Comenius the slings of outrageous fortune. And Plato, the greatest of all, if we think his conclusions mostly wrong, taught us first to think right.

In a word, we, the heirs of troubled years in education, feel that our schools, at least for the present, in theory and practice, rest on solid ground.

Profile

(Continued from Page 28)

culturally, but also it serves to divide us politically and economically. As a result, we find ourselves divided during a national crisis."

Mr. Ronaghan is of the opinion that a great deal of the divisive force stemming from this language problem could be reduced by a more intensive teaching of French in English-speaking Canada. "This would serve, among other remedies, as a strong force to break down the present barriers which keep us from being one nation," Mr. Ronaghan stated. He puts forth in his book a proposal for a distinctly Canadian flag with a Union Jack in the top left quarter, and the constellation of the big dipper in the other three quarters. The Big Dipper is a magnificent symbol for our country to use, he states in his book (which is available on loan from the ATA library). "It is visible throughout the northern hemisphere. . . . It would be a feat of no mean proportions to have this famous old constellation linked with the name of Canada. . . ."

Allen is an active and enthusiastic ATA member. He has served as president of the Wainwright Local twice, and seldom misses an Annual General Meeting. He attended the 1959 Banff Conference as delegate from his local. "I was tremendously impressed with the scope of ATA affairs as revealed at the conference," he volunteered. "Our Association is indeed alive and busy in many fields." Mr. Ronaghan has been active in politics, having run for the Progressive Conservative party in the 1955 provincial election. He is also a booster for his community. "Irma is interested and enthusiastic about its high school and the work being done here," he said. "I find the challenge of my work with the young people of this area most stimulating."

As the interview concluded and he went back to his classroom to resume his literature lesson, his obvious pleasure in his work bore testimony to his statement.

—J. D. McFetridge

THE MAILBAG

To the Editor—

On behalf of the railways of Canada, I take pleasure in informing you that the following reduced fares and arrangements have been authorized for teachers and pupils of Canadian schools and colleges on account of the Easter vacation, 1960.

Territory—Between all stations in Canada, with very few exceptions; and from stations in Canada to certain border points in the United States.

Conditions—On surrender of Canadian Passenger Association teachers' and pupils' vacation certificate Form 18 or 18W.

Fares—Current normal one-way fare and one-half for the round trip; minimum charge for adults or children, 50 cents.

Going dates and limits—Tickets good going from Wednesday, March 30 to Monday, April 18, inclusive; valid to commence return journey not later than midnight (standard time) of May 2.

Principals of schools and colleges requiring a supply of school vacation certificates, Form 18 or 18W, may obtain them on application to superintendents or inspectors of schools, secretary-treasurers of school districts, or to this office.

Your particular attention is called to the essential condition that Form 18 or 18W may be issued only to principals, teachers (employed on a full-time basis), and pupils (enrolled for complete courses) of schools and colleges in Canada, for their personal use. It cannot be used by their dependents, as such, or by any other persons; it must not be issued to persons who are gainfully employed and are enrolled for special night courses in specialty schools or other educational institutions.

Yours truly
D. MOWAT
Canadian Passenger
Association
Montreal 25, Quebec

Banff School of Fine Arts

The twenty-eighth annual summer session of the Banff School of Fine Arts will run from June 20 to September 10 of this year. Situated in the spectacular setting of Canada's most famous national park, the school attracts students from Canada, the United States, and from overseas. Copies of the latest calendar may be obtained by writing to the Director, Banff School of Fine Arts, Banff.

ATA Professional Assistance Program

The Association provides loans through its professional assistance program to a maximum of \$800 to teachers in need of financial assistance to enable them to continue their professional education, through intramural study during a regular winter session, at the University of Alberta or at any other university whose standards are recognized by the University of Alberta.

Loans, which are interest free, must be repaid within two years following the year in which they are issued. A minimum of \$200 must be paid during the first year.

Applicants for professional assistance must hold a permanent Alberta teaching certificate and be entitled to admission to the second year (at least) of the bachelor of education program. Applications are considered during May and September. Applications to be considered in May must be received by May 15; those to be considered in September must be received by August 31. Priority will be given to applications received before May 15. Apply to the general secretary of the Association, 9929 - 103 Street, Edmonton.

**SAY YOU SAW IT IN THE ATA
MAGAZINE!**

A Stimulating Experience

(Continued from Page 22)

we watched and marvelled, electronics took over and typed out answers to problems that would have taken weeks to solve by conventional methods.

Another study going on at the Research Council at this time concerned itself with the relationship of the helium content of natural gas to the depth of the producing zone, the theory being that the helium was produced within the depths of the earth and that it was slowly seeping upwards. In connection with this job I was introduced to the offices of the Oil and Gas Conservation Board where we obtained information on the helium content of natural gas from various wells in the province and the depth of the wells. This information was then used to draw charts and maps.

In addition to the projects mentioned above, there was also an opportunity to become acquainted with many projects going on but with which I was not directly associated. One could see and discuss such things as: carbon black production by cracking hydrocarbons, chemical analysis by chromatography, pipeline transportation, extraction of oil from the Athabasca tar sands, fluid flow through sediments, just to mention a few. Coffee breaks featured discussions on

problems, projects, and such current topics as the Montana earthquake. The latter I was fortunate enough to be able to discuss with Dr. N. H. Grace, director of the Research Council of Alberta.

No amount of reading, even if one did have the time, can bring home the lesson that there is still so much to be investigated in this world of science, as can work with research scientists. To see for oneself what is going on right here in this province in the field of research, is the best refresher course a teacher of science can have. His teaching will live because he is keeping in touch with the present. Too often, with the pressure of examinations and the use of textbooks, the teacher can leave a wrong impression with the students about science. The very wide gap between the practising scientist, new procedures and techniques, and what goes on in a classroom must be of concern to all science teachers. Last summer's experience brought this home to me. I hope similar work opportunities will be open to other science teachers.

Mr. Kalita is vice-principal of the St. Albert High School and worked for the Research Council last summer.

Grade XII Summer School for Teachers

The Minister of Education has recently announced that the summer school for teachers with matriculation deficiencies will again be held in Edmonton on the University of Alberta campus from July 4 to August 13, 1960. The six-week summer session is again being sponsored by the Department of Education with the University of Alberta.

Full particulars of courses available, registration fees, course loads, and application forms may be obtained by writing to the Coordinator of Teacher Education, Department of Education, Edmonton.

Early registration is desirable and in no case should be later than April 30.

The first such Grade XII summer school was held in 1959. It was the result of the joint efforts of the Department of Education and The Alberta Teachers' Association to devise means for improving the academic and professional preparation of teachers in the classrooms of the province. Heavy registrations and the general success of last summer's school have resulted in the plans for a 1960 program. Practising teachers have welcomed the school as the best means of clearing matriculation deficiencies, and it is hoped that substantial numbers of teachers will avail themselves of this opportunity again this year.

New Horizons Opened

(Continued from Page 23)

ing things integrated. I could not fail to note the youth of these men, their high level of training, their diversity of role and creed, and their complete integration of purpose.

Every phase of research work being done was open to me if I expressed interest. In the course of one of these visits I saw a former student of mine, now with a doctor's degree, and a top man in his department.

You will be interested to know that I found at last a real appreciation for the coffee break. There were four of us in our lab and the time between the recording of data would allow some of us to get away. I met different research workers and their conversation seemed exciting and new as they tossed back and forth their views and got into friendly arguments over them. I noticed that summer school instructors also came for the same coffee breaks but not once did I see these literary intellectuals having coffee with their science counterparts and I wondered about it. Later I was to read *Two Cultures and the Scientific Revolution*, by Sir C. P. Snow, in which he referred to "a cultural dichotomy with the literary intellectuals at one pole and the scientists at the other, with a gulf of mutual incomprehension between them". What a pity!

The way in which the scientist uses the science library was one of the many interesting bits of education I received. I was sent over to the Rutherford Library to check up on the references—about 20 of them—used in a paper that had been prepared. I found a marvellous system whereby one is able to find out quickly what has been done to date in any particular field, who did it, and when.

Often I felt inadequate. Each of the 15 individual gas chromatography measurements I had to do at various temperatures was a separate laborious process, but when done by an expert was a smooth symphony with one part moving into the next without the loss of a single beat.

My summer with the Research Council of Alberta was one of the most interesting experiences I have had. My outlook has been broadened beyond my expectations, and I hope to be able to open these new horizons for my students. For me, the attributes of a scientist have new and vital meaning: the need to wonder, the ability to question, the power to generalize, and the capacity to apply; these things I saw in men with whom I worked. This work experience is one of the best ways to reduce the gap between the science of the classroom and the science of the world about us.

Mr. Pederson, who is head of the science department at Medicine Hat High School, worked for the Research Council during the summer of 1958. Reference was made in the February issue to the opportunity for employment this summer.

SCHOOL DISTRICT No. 80

KITIMAT, B.C.

Kitimat is looking for well qualified teachers at the secondary level to assist our present staff maintain the high standards of education already established in our High School. The school is accredited and includes Grade 13.

We offer a sound professional salary scale as well as other benefits and assistance.

E.C.—\$3180 - 3860	S.C.—\$4500 - 6500
E.B.—\$3650 - 5170	S.B.—\$4970 - 7500
E.A.—\$4060 - 5860	S.A.—\$5470 - 8230

The Kitimat School Board invites applications from interested teachers in all levels of general subjects as well as from those handling special subjects.

All applications or requests for further information should be addressed to:

Secretary-Treasurer,
School District No. 80 (Kitimat),
Box 700, Nechako P.O.,
Kitimat, B.C.

County of Grande Prairie No. 1 invites applications from qualified teachers for elementary, junior high, and senior high positions, duties to commence September 1, 1960. Send all credentials and application to: **R. B. Bowen, Secretary-Treasurer, County of Grande Prairie No. 1, Grande Prairie, Alberta.**

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West Jasper Place School District No. 4679 invites teacher applications for September 1960 covering the following positions:

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- **PHYSICAL EDUCATION**
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P. F. Bargaen,
Superintendent of Schools,
10034 - 155 Street,
Edmonton, Alberta
Phone HU 9-1022

Canadian Library Week

"Read for pleasure. Read for Profit. Read for Progress." This is the three-volume slogan for Canadian Library Week to be observed this year from April 3 to 9. This year's campaign is aimed at furthering an already marked increase in Canadian library facilities and general availability of books of all kinds.

What can you do to support Canadian Library Week? The Canadian Library Week Council Inc. suggests several things. Join an existing Canadian Library Week Committee in your community or help to form one. Create and use opportunities to make the week's program and aims known through any organization with which you are associated. Above all, read, and help to stimulate more active reading among others. For further information, write to the Canadian Library Week Council Inc., 25 Richmond Street West, Toronto.

Increased Remuneration

The Alberta Teachers' Association has been advised by the Minister of Education that, effective April 1, 1960, remuneration paid by the Department of Education to teachers who serve on curriculum subcommittees will be increased from \$10 to \$15 per day.

UNIVERSITY OF ALBERTA BANFF SCHOOL OF FINE ARTS

28th Annual Summer Session
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For Calendar, write: **Director, Banff School of Fine Arts, Banff, Alberta.**

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Q & A

OUR READERS WRITE

◆ *I was absent for 14 school days on account of illness. How many of these days will I receive pay for?*

The formula you can use to check is the number of days taught, over 180, multiplied by 20. Thus, if the school year had 198 teaching days and you taught for 294 days, you would receive pay for the 14 days of absence.

◆ *A teacher on our staff had her First Class Certificate exchanged and she received a Standard E and a Standard S Certificate. The standard certificates are issued for two years of training. Is this teacher now entitled to salary for two years of training?*

No. The evaluation of the teacher's education by the University of Alberta determines salary—not the certificate.

◆ *Does a teacher have the right to use the strap on a student?*

The law recognizes corporal punishment practised in moderation as a reasonable form of correction. The school board has the right to pass a regulation forbidding the use of corporal punishment.

◆ *Can't a principal stop high school students racing around town in their cars at noon recess?*

Yes. Call the police.

◆ *Can a teacher attend meetings of his school board?*

Every meeting of the school board is open to the public. Committee meeting of a school board are not open to the public.

◆ *How should a teacher discipline a student who persists in seriously disturbing the class by misconduct?*

We assume that you have tried to correct the student's misbehavior by warnings, consultations, detentions, or judicious corporal punishment. If none of these measures have been successful, the teacher may suspend the student, but he must send a report of such suspension to the school board, which may take whatever action as may seem appropriate.

◆ *My superintendent has informed me that the school board does not approve of teachers' being employed in other jobs outside school hours. What are my rights?*

What you do outside school hours is, of course, pretty well your own business. On the other hand, any work you do outside of school hours which may impair your efficiency in the classroom must be of concern to the school board. We would be of the opinion that teaching is a full-time vocation during the school year, and that the demands on your time for marking, preparation of lessons, and professional reading make quite impractical regular employment outside of school hours.

◆ *Is it proper to give information obtained from a student's cumulative record card to a prospective employer?*

We would think that to divulge information which is of a confidential nature is improper. The cumulative record card is for use by the principal, teachers, and guidance counsellors of the school which the student attends and should never be revealed to persons outside of the school.

◆ *Can a guidance counsellor be required to give evidence divulging information obtained through his professional capacity?*

No.

The Crowther Report

It is impossible to read *15 to 18: A Report of the Central Advisory Council for Education (England)* without comparing it with our own Cameron Commission report. Both were released in 1959. Both are exhaustive, 519 and 451 pages, respectively. The Crowther report is restricted to ages 15 to 18 inclusive, while the Cameron report covers both elementary and secondary education. In the common area, the Crowther report tends to vindicate and reinforce our own Cameron Commission findings.

The Crowther report, like our own, starts with an analysis of population changes, social needs, economic change, and past and present educational provisions. It early notes that the vital question is the number and quality of teachers, and that the greatest obstacle to educational progress is the shortage of teachers. Like our own report, it gives figures to indicate the number of children who are receiving public education.

	Percent Receiving Full-Time Education		
	Crowther Report, 1958 England and Wales		Cameron Report, 1956 Alberta
	Boys	Girls	Both Sexes
Age 16	22.1	22.0	78
Age 17	13.0	10.8	56
Age 18	7.8	5.4	29

Comparisons of figures taken from widely different sources is dangerous, and the reader should be reminded that English education at this level is heavily part-time. After allowing for this, the clear implication is that neither society does as well as it should. No wonder the Crowther report recommends the extension of full-time compulsory school attendance to age 16 starting somewhere between 1966 and 1968.

The Cameron report has been criticized for using educational jargon. In this connection, the Crowther report states that: "Education, however, like all other subjects, is full of special terms, and many ordinary words are defined by educational experts in ways peculiar to themselves. To have attempted to avoid all these

special words and meanings would have forced us into many circumlocutions. We have therefore not made any such attempt. Indeed, we may have invented one or two special words of our own." Indeed they did. They invented the term "numeracy" to set opposite the term "literacy".

Like our Cameron Commission, the Advisory Council sponsored major studies in order that its deliberations be based on sound foundations of fact. The Crowther Report notes "the rising importance of being properly qualified. . . . There is a growing tendency for many occupations, which do not absolutely require a specific expertise for their performance, nevertheless to demand an attested standard of general education for entrance. This tendency is not perhaps to be endorsed without reservation." The Cameron report agrees, and both conclude that the young person today, both for his own sake and in the national interest, must receive more education. Both reports indicate that while education is costly, and increasingly so, the respective societies can and must spend still more on its extension.

The Crowther report emphasizes and re-emphasizes the importance of the teacher. "Everything in education depends ultimately on the teacher, and everything in educational progress depends upon there being teachers with the right qualities, and in the right numbers, to carry it out." (page 427) The report welcomes the provision by which, starting in 1960, the teacher training college course is lengthened from two to three years. It calls for material rewards for teachers equivalent to those in other careers open to them. It rejects teachers' assistants (we would call these teachers' aides) but advocates increased assistance for clerical and routine work. For isolated areas it recommends financial inducements, the provision of housing, and the like. It ends part seven with these ringing words. "In the last resort we shall get the teachers we deserve. If ordinary people have a high regard for teachers and for what they stand for, they will be willing to encourage their children to take up this work. If on the other hand, teaching is not ranked high, it will not attract recruits of good quality. . . . We cannot close this chapter, or our report, without reiterating our belief that the nation's welfare depends now more than ever on the quality of its teachers."

For those familiar with the Cameron report, the following brief notes from the Crowther report will sound familiar.

■ Sixth-form specialization, or study of two or three high school subjects in depth for as much as two-thirds of school time, should be continued, provided mathematics and science students have literacy, and arts students (history, classical, or language specialists) have "numeracy".

■ Of comprehensive, bilateral, and two-tier schools the report says: "All have two points of internal organization in common. The first is that all levels of ability are represented in the same school; the second is that all levels of ability are not represented in every class. All the variants try to provide a common social life; none tries to provide a uniform curriculum." (page 23)

■ County colleges are intended to provide further part-time education for students generally below grammar school ability or with different interests. They would have a vocational approach, would continue the mastery of literacy and numeracy of those deficient, would continue citizenship training and moral guidance, and would be designed for ages 16-18 inclusive.

■ Grouping in English grammar schools, especially in mathematics and in French, is common. The basis is achievement in the subject, and the better achievers continue for the same length of time to much higher levels.

■ The report strikes out at cramming or the mastery of facts for the sake of facts. "The process of education should not be compared with that of filling an empty pot, but rather with that of lighting a fire." Thus, the successful teacher gets his pupils to think, and awakens their interest in applying their brains to the various problems and opportunities that life presents.

■ University entrance requirements vary widely in the nine English universities. An example of the different requirements in medicine is given. The report recommends more uniformity and more expeditious and intelligible ways of dealing with university applications. The Cameron report makes the same recommendation!

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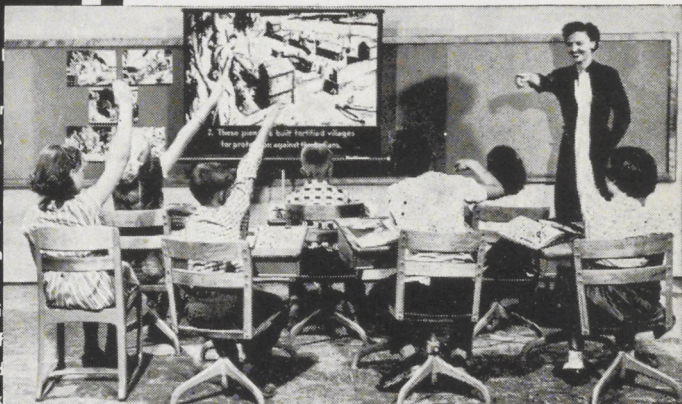
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Alberta schools are studying the story of the growing and refining of sugar in Western Canada with our booklet "Energy from Sugar". Copies are available on request.



Also, our film "From Sunshine to Sugar" is available through:

The Central Alberta Film
Federation and
The South Central Alberta
Film Federation,
National Film Board
Canada,
713 Public Building,
Calgary.

The Edmonton Area Film
Federation,
Recreation Department
Building, Edmonton.
The Audio Visual Aids
Branch,
Government of the
Province of Alberta,
Edmonton.

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